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ABSTRACT

The first of nine volumes in the SER-LARS (Special Education Resources Location Analysis and Retrieval System) Series presents an overview of the system's diagnostic-prescriptive instructional data bank. Information for the user is provided on resources needed, information generated, and procedures for the model's eight levels: initial referral and identification of handicap; pre-test level of skill; diagnosis for content; diagnosis for process; identification of learning objectives and objective referenced measure; identification of prescription components; coordination and monitoring the prescription's implementation; and evaluation. It is explained that SER-LARS was developed to meet information needs of teachers at each level of the model's process, and that the types of information stored at each level include student information; tests information (by number, title, publisher, and level of testing); learning objectives (content area, history, and objective referenced measures); instructional material information (by number, title, and publisher as well as information on teacher-made and commercially adapted materials). The bulk of the document is composed of sample forms and of 10 appendixes, including information on procedures for requesting SER-LARS retrievals. (CL)

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S E R - L A R S

SPECIAL EDUCATION RESOURCES

LOCATION ANALYSIS AND RETRIEVAL

SYSTEM

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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VOLUME 1

USER'S HANDBOOK

The National Learning Resource Center of Pennsylvania (NLRC/P), A Project of the Pennsylvania Department of Education (Bureau of Special and Compensatory Education), with Montgomery County Intermediate Unit No. 23 as Local Education Agency

EC121515

For further information, please contact the National Learning Resource Center of Pennsylvania, 500 Valley Forge Plaza, 1150 First Avenue, King of Prussia, PA 19406 (telephone 1-215-265-3706).

1975-76 Edition

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PREFACE

The National Learning Resource Center of Pennsylvania is a project of the Division of Special Education, funded through the U.S. Office of Education. Its responsibility is to provide supportive services to Pennsylvania teachers of the handicapped who are having educational programming problems.

To fulfill this responsibility, the project has adopted a systems approach to help teachers with diagnostic-prescriptive interactions, providing assistance at every step of the instructional process.

This handbook is designed for teachers seriously devoted to systematizing their approach to the diagnostic-prescriptive model. It is directed primarily toward supportive personnel in the school, such as the Master Itinerant Teacher or the Resource Room teacher. These teachers have the freedom to coordinate the implementation of the diagnostic-prescriptive model in the classroom. (Often it will be in a special class). These people are in touch with problems at the local level. They are the users of the system.

These state-supported "front-line" personnel are the backbone of NLRC/P. It is their talent, support and conscientious data recording that has made this sytem what it is today, a working system of first quality support to teachers of the handicapped.

The Central Coordination and
Support Unit Staff (CCSU)

TABLE OF CONTENTS

	PAGE
PREFACE	
INTRODUCTION	1
D-P Models (Fig. 1 and 2)	2, 5
Diagnostic-Prescriptive Model - Level 1: Initial Referral and Indentification of Handicap	8
Resources Needed	8
Information Generated	8
Procedures	8
Diagnostic-Prescriptive Model - Level 2: Pre-test Level of Skill	9
Resources Needed	9
Information Generated	9
Procedures	9
Diagnostic-Prescriptive Model - Level 3: Diagnose for Content	10
Resources Needed	10
Information Generated	10
Procedures	10
Diagnostic-Prescriptive Model - Level 4: Diagnose for Process	11
Resources Needed	11
Information Generated	11
Procedures	11
Diagnostic-Prescriptive Model - Level 5: Identify Learning Objectives and Objective Referenced Measure	12
Resources Needed	12
Information Generated	12
Procedures	12
Diagnostice-Prescriptive Model - Level 6: Identify Prescription Components	14
Resources Needed	14
Information Generated	14
Procedures	14

PAGE

Diagnostic-Prescriptive Model - Level 7:
Coordinate and Monitor Implementation
of Prescription 16

Resources Needed 16
Information Generated 16
Procedures 16

Diagnostic-Prescriptive Model - Level 8:
Evaluation 18

Resources Needed 18
Information Generated 18
Procedures 18

SER-LARS Reports: Student Information 19

Student Program History (A-2) 19

SER-LARS Reports: Test Information 20

Tests by Number (B-1a) 20
Tests by Title (B-1b) 20
Tests by Publisher (B-1c) 21
Test Analyses (B-3) 21
Tests by Level of Testing (B-3a) 22

SER-LARS Reports: Learning Objectives and
Objective Referenced Measure Information 23

Learning Objectives by Content Area (C-1b) . . 23
Learning Objectives History (C-2) 23
Objective Referenced Measures (C-3). 24

SER-LARS Reports: Instructional Material
Information 26

Instructional Materials by Number (D-1a) . . 26
Instructional Materials by Title (D-1b) . . . 27
Instructional Materials by Publisher (D-1c) . 28
Instructional Materials: Teacher-Made and
Commercially Adapted (D-3) 28

SER-LARS Reports: Instructional Method
Information 30

Methods (E-3) 30

	PAGE
NLRC/P Forms: Initial Referral (A-1)	32
Coding	32
Chronological and Mental Age	33
Handicap	33
Type of Service	34
Location of Implementation	34
Staff Member	34
Unit Level Editing	35
Sample of Initial Referral Form (A-1)	36
NLRC/P Forms: Test Score Record (A-2)	37
Field Area	37
Test Results Interpreter	37
Student ID Number	38
Test Name or Number	38
Date of Testing	38
Purpose #1	38
Purpose #2	38
Type of Score	38
Score	39
Continuation	39
Unit Level Editing	39
Sample of Test Score Record (A-2)	40
NLRC/P Forms: Student Record (A-3)	41
Student Name	41
Dates	41
ID Number	41
School	41
IU Number	41
NLRC/P Unit	41
NLRC/P Staff Member	41
Comments	42
Sequence Number	42
Objective Number	42
Unit Level Editing	42
Sample of Student Record (A-3)	43
NLRC/P Forms: Prescription Record (A-4)	44
Identification	44
Learning Objectives	45
Instructional Materials	46
Instructional Methods	49
Objective Referenced Measure	50
Implementer, Environment and Interaction	51
Prescription Writer	52
Unit Level Editing	52

PAGE

NLRC/P Forms: Instructional Methods Record (E-3) 54

Title 54
Author 54
Source 54
Considerations from Author 54
Sequence of Student Tasks 54
Sequence of Instructional Tasks 55
Media/Materials 55
Unit Level Editing 55
Sample of Instructional Methods Record (E-3) . 56

NLRC/P Forms: Record of Teacher-Made Materials and Adaptations of Commercially Available Materials (D-3) 57

Type of Material 57
Material Information 57
Construction Materials 58
Description of Construction or Adaptation 58
Directions for Use 58
Unit Level Editing 58
Sample of Record of Teacher-Made Materials and Adaptations of Commercially Available Materials (D-3) 59

NLRC/P Forms: Test/Task Procedures Record (C-3) . . 60

Type of Test/Task 60
Learning Objective Number 60
Title, Author, Source 60
Directions for Administration 60
Description of Test/Task and/or Sample Items 61
Directions for Scoring 61
Unit Level Editing 61
Sample of Test/Task Procedures Record (C-3) . 62

NLRC/P Forms: Termination or Change of Student Record (A-5) 63

Identification 63
Change 63
Sample of Termination or Change of Student Record (A-5) 64

APPENDICES

Appendix A: NLRC/P Forms: Personnel Demographic Record

Appendix B: NLRC/P Forms: Personnel Record

Appendix C: Procedures and Costs In Obtaining SER-LARS Forms and Reports

Appendix D: Procedures for Requesting SER-LARS Retrievals

Appendix E: Procedures for Requesting PRISE Retrievals

Appendix F: Procedures for Pre-Prescriptive Material Inventories

Appendix G: Format List and Definitions for Instructional Materials

Appendix H: Descriptors and Descriptor Definitions

Appendix I: NLRC/P Overview

Appendix J: NLRC/P Publications List

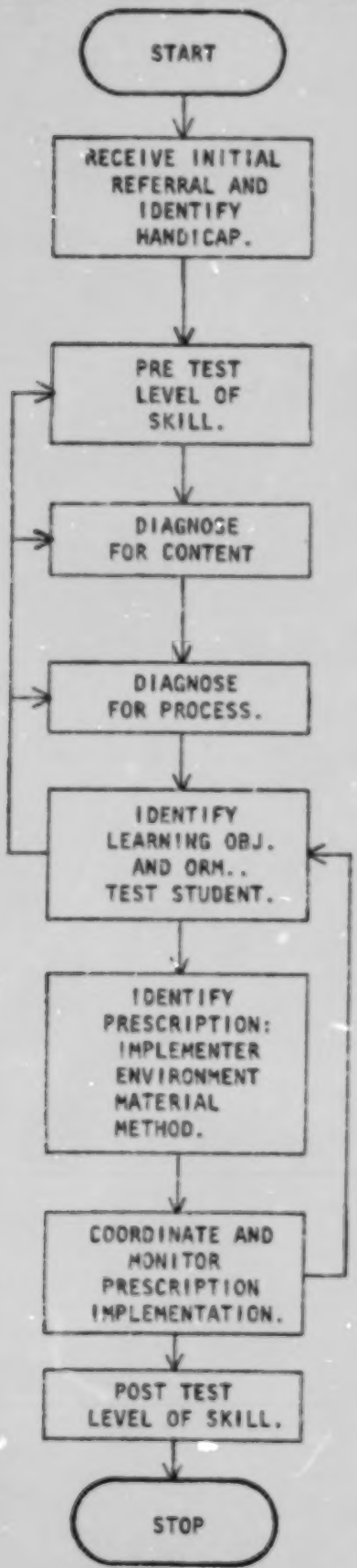
This introduction will provide an overview of the Special Education Resources - Location, Analysis and Retrieval System (SER-LARS), the diagnostic-prescriptive instructional data bank of the National Learning Resource Center of Pennsylvania (NLRC/P). Among those topics to be discussed are the basic premises underlying SER-LARS, the environment in which SER-LARS is being developed and implemented and the topics of resource information available through SER-LARS. The other sections of the handbook are intended as a reference to be used on a day-to-day basis.

The SER-LAR System is based on the overall assumption that students differ in their needs for learning experiences; one approach does not work for all. This assumption dictates the use of diagnostic-prescriptive procedures (see Figure 1).

Assumed in the model is the need to identify individual differences in the areas of demographic characteristics, developmental level, existing academic skills, learning style and/or social/emotional behavior. In addition, when a curricular program is being developed, a measurable learning objective must be specified before choosing and presenting any other part of the learning experience. A major assumption is that the components of the learning experience can be chosen so as to cost/efficiently maximize instruction and consequent learning.

To operationalize the diagnostic-prescriptive model, one must first identify a student in need of special programming. His background and educational history must be documented and studied. The student must be tested to assess his strengths and weaknesses. A learning objective must be stated and a test/task to measure it must be obtained. An enviornment must be identified which matches the characteristics of

THE DIAGNOSTIC-PRESCRIPTIVE MODEL:
INFORMATION NEEDS AND POTENTIAL SOLUTIONS


START
RECEIVE INITIAL REFERRAL AND IDENTIFY HANDICAP.
PRE TEST LEVEL OF SKILL.
DIAGNOSE FOR CONTENT
DIAGNOSE FOR PROCESS.
IDENTIFY LEARNING OBJ. AND ORM.. TEST STUDENT.
IDENTIFY PRESCRIPTION: IMPLEMENTER ENVIRONMENT MATERIAL METHOD.
COORDINATE AND MONITOR PRESCRIPTION IMPLEMENTATION.
POST TEST LEVEL OF SKILL.
STOP

K.R.OLSEN
12/73

FIGURE 1

the student and is appropriate for the objective. An appropriate instructor must be identified and if necessary trained. The instructional materials must correspond to the student's needs, must be appropriate to the implementer and environment and be the most effective to reach the learning objective. The same is true of the instructional methods (activities, approaches, procedures, techniques) to be chosen.

In using the model, one makes the assumption that the above procedure is continuous and iterative; diagnosis, assessment (pre-testing), prescription writing, implementation, post-testing (re-assessment), diagnosis, assessment, etc. Once an objective is achieved, a new one is identified and pursued or the program is terminated.

The information components necessary for prescription writing and implementation can be divided into seven (7) areas:

A. Student Information

B. Test Information

C. Learning Objectives and Objective Referenced Test Information

D. Instructional Material Information

E. Instructional Method Information

F. Personnel Information

G. Learning Environment Information

SER-LARS has been developed as a support to the diagnostic-prescriptive model in Figure 1. A major premise upon which SER-LARS is built is that the regular or special classroom teacher cannot do all of these things and still teach. Moreover, most people cannot retain enough information on Areas A-G to be able to make the best decisions in each case. SER-LARS

therefore, provides information at critical decision points in the model, monitors the use of prescriptive components and aids in evaluating the effectiveness of each component.

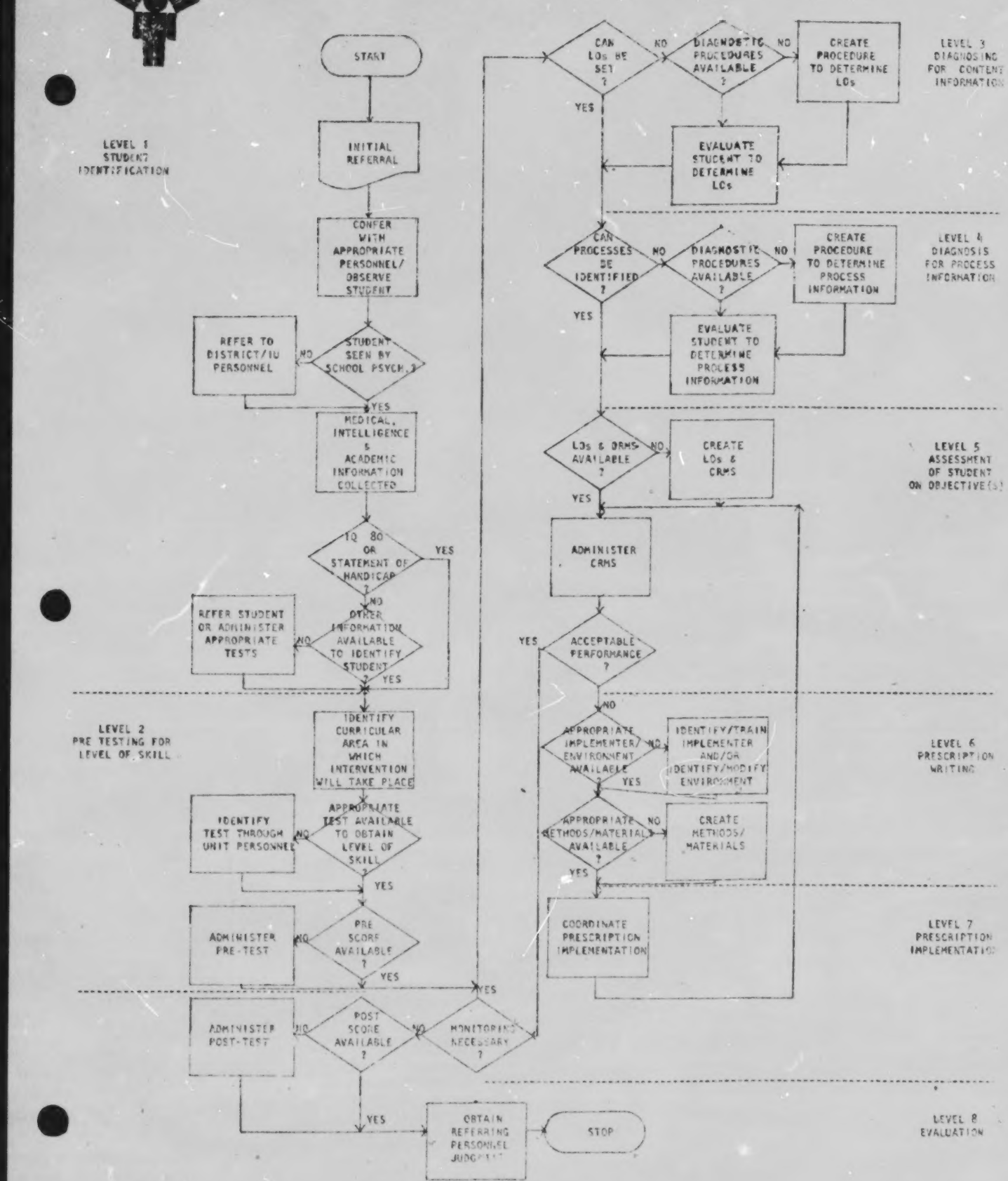
The instructional data bank (SER-LARS) exists for teachers of handicapped children and youth. It has some of the characteristics of any bank in that it serves as a depository for and dispenses its information to participating members. It is unlike a bank in that all members can draw on all "accounts". To be more specific, information about instructional prescriptions generated and reported by any one teacher is available to all members. It must be noted, however, that information about an individual student is available only to those working directly with that student.

Since all prescriptions are monitored, the system also provides a general accountability model. The major emphasis, however, is on educational prescription development, implementation, evaluation and dissemination.

A representation of the specific/delivery model used by NLRC/P is shown in Figure 2. This model is presently being used in more than 175 Pennsylvania schools with approximately 3500 children. The model is implemented by intermediate unit personnel assigned to the NLRC/P.

There are eight (8) levels in Figure 2 which include the diagnosis, assessment, prescription writing, and implementation procedures as

NLRC/P SERVICE/DELIVERY MODEL 1974-75



outlined in the assumptions of the diagnostic-prescriptive model. These procedures are further defined in the next eight sections of this handbook entitled "Diagnostic-Prescriptive Model":

"Level 1: Initial Referral and Identification of Handicap"
"Level 2: Pre-test Level of Academic Functioning"
"Level 3: Diagnose for Content"
"Level 4: Diagnose for Process"
"Level 5: Identify Learning Objective and Objective Referenced Measure"
"Level 6: Identify Prescription Components"
"Level 7: Coordinate and Monitor Implementation of Prescription"
"Level 8: Evaluation"

At each level of the model, the master itinerant teacher (MIT) has need for information in order to make the best decision relative to the situation. SER-LARS was developed to meet those information needs, providing the type of information most critical to each level of the model.

SER-LARS input is organized into seven major files which correspond to the seven information components of the model mentioned earlier.

Each file has the capacity to store four types of information:

1. Identification Information
   This type of information answers the question: What is the item? (E.g., accession number, title, author, publisher, etc.)

2. Analytical Information
   This information answers the question: What can this item be used for? It may describe the potential of an instructional material (e.g., an analysis written by a publisher), may indicate areas of competence of human resources (e.g., a review may be written which indicates the areas of competence of a consultant) or may describe the potential of an item in any of the information files.

3. Historical/Usage Information
   This type of information answers the question: How was this item used? What is its history? How effective was it? (e.g., all of one student's objectives comprise his history; all of the materials, methods, etc. used to reach a learning objective comprise the history of that

objective). This third type of information is different from the analytic information in that historical/usage information does not provide a broad range of potential uses. The history provides more specific but less generalizable information on actual use.

4. Evaluation Information
This information answers the question: How good is it? (e.g., comparative studies or scholar judgments of instructional materials).

The SER-LARS reports which contain these types of information are described later in this handbook in the sections entitled:

SER-LARS Reports: Student Information
SER-LARS Reports: Test Information
SER-LARS Reports: Learning Objectives and Objective Referenced Measure Information
SER-LARS Reports: Instructional Material Information
SER-LARS Reports: Instructional Methods Information

In order to provide a structure for the diagnostic-prescriptive model and to facilitate the sharing of information, the NLRC/P has developed a variety of forms. These are described in the following sections:

NLRC/P Forms: Initial Referral
NLRC/P Forms: Test Score Record
NLRC/P Forms: Student Record
NLRC/P Forms: Prescriptive Record
NLRC/P Forms: Instructional Methods Record
NLRC/P Forms: Record of Teacher-Made Materials and Adaptations of Commercially Available Materials
NLRC/P Forms: Test/Task Procedures Record
NLRC/P Forms: Termination or Change of Student Record

There are several appendices to this handbook which are intended to amplify the handbook contents. The reader is encouraged to read the information in depth if he or she is a system user.

SECTION
SER-LARS User's Handbook

SUBJECT
Diagnostic-Prescriptive Model --
Level 1: Initial Referral and
Identification of Handicap

SUMMARY. This subject outlines procedures for gathering information to clearly identify the student in terms of referring agent's perception of the student and his presenting problem. Also procedures are outlined for certification of handicapping condition(s).

POLICY STATEMENT. Initial Referral and Identification of Handicap procedures are established to (1) certify eligibility of student for receiving NLRC/P services, (2) assist the Itinerant Master Teacher (or Resource Room Teacher) in defining referral reasons and referring agent's perception of student, (3) document salient features of cumulative record information and, (4) create a library file on the student.

An intial referral form must be submitted to CCSU for each student referred. Non-handicapped students are not eligible for NLRC/P services.

RESOURCES NEEDED

Tests and procedures to identify student's handicap and document cumulative record information

INFORMATION GENERATED

Initial Referral Information which identifies pupil, the reason for referral and cumulative record data. This also provides data in order to meet the NLRC/P contract with the federal government.

PROCEDURES

1. Receive Initial Referral through pre-established procedures within service unit and school. Top section of form should have been completed.

2. Review cumulative record information to complete second section of form to certify eligibility (See NLRC/P Forms: Initial Referral). If psychological report is not available refer the student to psychologist.

3. Review intelligence information. If current (within 3 years) intelligence test score is not available, refer student or administer appropriate test. (See SER-LARS Reports: Test Information).

4. Record results on Initial Referral Form but retain form until level 5 has been completed.

5. Go to level 2.

SECTION
SER-LARS User's Handbook

SUBJECT
Diagnostic-Prescriptive Model --
Level 2: Pre-Test Level of Skill

SUMMARY. This subject outlines procedures for establishing the student's current level of functioning.

POLICY STATEMENT. Identification of the student's current level of functioning is made in order to later assess whether or not the student changed during the intervention. Level 2 information must provide a developmental age or grade level of achievement in each curricular area that student is to receive training or instruction.

To these ends, an appropriate test(s) or subtest(s) must be administered prior to and subsequent to the intervention period. The test may be chosen to reflect the student's general functioning level rather than his or her age level. Existing test scores are appropriate if they are no more than one (1) month old and have not been used in the determination of eligibility for services.

RESOURCES NEEDED

Tests and procedures to indicate student's current functioning in a global or general area of concern.

INFORMATION GENERATED

Student age or grade scores prior to and subsequent to intervention period.

PROCEDURES

1. Identify the curricular area(s) in which student requires prescriptive programming (from initial referral, student observation, conference, etc.).

2. Review test(s) or subtest(s) in identified curricular areas (See SER-LARS Reports: Test Information). If an appropriate test is unavailable on level 2 list, contact Unit Personnel or CCSU staff for assistance in identifying appropriate test (See Appendix D).

3. Obtain test results and record on form. (See NLRC/P Forms: Test Score Record).

4. Note in student's file the test and test level administered as well as type of score reported.

5. Forward Test Score Record to CCSU.

6. Go to Level 3.

SECTION
SER-LARS User's Handbook

SUBJECT
Diagnostic-Prescriptive Model --
Level 3: Diagnose for Content

SUMMARY. This subject outlines procedures for securing information relative to a student's specific strengths and weaknesses within a global or general curricular areas.

POLICY STATEMENT. At this level of a diagnostic-prescriptive model, the professional is attempting to specify the content areas of intervention in order to establish prescription goals or learning objectives. There is need for diagnostic information which identifies specific deficit skill areas. Tests which give only a global score and require a great deal of time for item interpretation are often inappropriate for this level. Diagnostic information from Level 3 should allow the MIT or Resource Teacher to go from the general to the specific, e.g.,"student is weak in phonics" to "student cannot pronounce r-controlled vowels". This level of testing is not required but is recommended. It is possible that Level 2 testing will provide much of this information.

RESOURCES NEEDED

Tests which supply information indicative of student's strengths and weaknesses within specific curricular areas.

INFORMATION GENERATED

Test usage information, new tests, teacher constructed tests.

PROCEDURES

1. Review diagnostic information from Levels 1 and 2.

2. If more specific content diagnosis is warranted, identify appropriate test(s). (See SER-LARS Reports: Test Information).

3. If an appropriate test is unavailable, contact unit personnel or CCSU staff for assistance in identifying appropriate test (See Appendix D).

4. Obtain test results and interpret findings into learning objective statements. (See Appendix H for content descriptors).

5. Go to Level 4.

SECTION
SER-LARS User's Handbook

SUBJECT
Diagnostic-Prescriptive Model --
Level 4: Diagnose for Process

SUMMARY. This subject outlines procedures to identify learning characteristics of the student.

POLICY STATEMENT. At this level of a diagnostic-prescriptive program the professional needs to identify the learning characteristics of the student which have implications for techniques and strategies of prescription implementations, e.g., modes of presentation, response mode preferences, reinforcement schedules, etc.

This level of testing is not required but is recommended. The information may be obtained through observations, interviews or formal instruments. Some pertinent information may be available in the psychological report.

RESOURCES NEEDED

Tests or procedures which indicate student's processing characteristics and learning preferences.

INFORMATION GENERATED

Test usage information, new tests and teacher constructed tests.

PROCEDURES

1. Review diagnostic information established in Levels 1, 2, and 3.
2. If further processing information is warranted, select appropriate measures. (See SER-LARS Reports: Test Information).
3. If appropriate procedures are not available, contact unit personnel or CCSU staff for assistance (See Appendix D).
4. Obtain results and interpret them in prescriptive considerations.
5. Go to Level 5.

SECTION	SUBJECT
SER-LARS User's Handbook	Diagnostic-Prescriptive Model - Level 5: Identify Learning Objectives and Objective Referenced Measure

SUMMARY. This subject details procedures for identification of learning objectives and objective referenced measures in a diagnostic-prescriptive-instructional program.

POLICY STATEMENT. At this level of a diagnostic-prescriptive procedure, the professional must make specific statements of learning outcomes referenced to the student. Assessment of the student's mastery of the identified learning objective is objective referenced measurement (ORM) is also necessary. In Level 3, the content areas of instruction were identified. In this level, specific learning objectives relative to those content areas must be identified along with tests/tasks to measure them.

RESOURCES NEEDED

Lists of learning objectives accessible by content areas. Tests or taks which are referenced to those learning objectives.

INFORMATION GENERATED

Teacher developed objectives and ORMs.

PROCEDURES

1. Review diagnostic information collected in Levels 1 to 4.
2. Identify and prioritize content areas of instruction (See Appendix H for content descriptors).
3. Search for appropriate learning objective(s) within content areas (See SER-LARS Reports: Learning Objective Referenced Measure Information).
4. If no appropriate objective can be identified, write/find objective through (a) experience or (b) support personnel using guidelines provided by NLRC/P (See Appendix J for publication list).
5. Search for appropriate objective referenced measures (See SER-LARS Reports: Learning Objectives and Objective Referenced Measure Information).
6. If no ORMs are identified, write/find measures through procedures in 4.

PROCEDURES (Continued)

7. If necessary, contact unit or CCSU personnel for assistance (See Appendix D).

8. Establish criterion level(s), administer ORM(s) and determine whether or not student meets criteria.

9. If performance is adequate, select new objective or consider re-diagnosis.

10. If performance is below criterion level(s), document objective according to Unit specifications (See NLRC/P Forms: Student Record for example).

11. Go to Level 6.

SECTION
SER-LARS User's Handbook

SUBJECT
Diagnostic-Prescriptive Model - Level 6: Identify Prescription Components

SUMMARY. Procedures are detailed for identification of the prescription components; instructional materials and methods, implementer and environment.

POLICY STATEMENT. At this level, the prescription planner has identified student learning characteristics and a learning objective. The need is to create a situation which will maximize achievement of the objective and be most cost/effective. This is, in effect, the prescription. The prescription writer must identify where the teaching will be done, who will be the teacher, what will be used and how it will be done. Often there is little latitude in where (environment) and who (implementer). Therefore, the major emphasis of SER-LARS resources are with the what (instructional materials) and the how (instructional methods). SER-LARS provides for the entry and later access to teacher developed materials and methods.

The primary resource information document is the learning objective history, i.e., the document which provides material and methods information from previous implementations of the learning objective.

The criteria for documentation of unique prescriptions are established by individual units. It is at this level that the initial referral is submitted.

RESOURCES NEEDED

Information on materials and methods matched to specific learning objectives.

INFORMATION GENERATED

Prescription records identifying and evaluating prescriptive components for specific learning objectives.

PROCEDURES

1. Consider student's present environment and implmenter and determine situation that maximizes student's chance to achieve the objective and is cost/effective.

2. Set schedule for instructional sessions.

3. Complete environment section on Initial Referral Form and forward to CCSU (See NLRC/P Forms: Initial Referral).

4. Review materials and methods appropriate to the pupil, objective, implementer and environment (See SER-LARS Reports: Learning Objectives and Objective Referenced Measure Information).

PROCEDURES (Continued)

5. If appropriate resources are not available, contact Unit or CCSU personnel for assistance (See Appendix H).

6. Document prescription according to Unit specifications (See NLRC/P Forms: Student Record for example).

7. Go to Level 7.

SECTION
SER-LARS User's Handbook

SUBJECT
Diagnostic-Prescriptive Model -
Level 7: Coordinate and Monitor
Implementation of Prescription

SUMMARY. Procedures are outlined for implementing the previously identified prescription components and for evaluating their effectiveness.

POLICY STATEMENT. At this point, the prescription planning is complete. All components have been identified, i.e., the student, the test results, the objective, the implementer, the environments, the materials, and the methods. The SER-LARS user needs to deliver the prescription and, if necessary, demonstrate it to the implementer. The SER-LARS user must monitor the prescription, evaluate student mastery, and then evaluate the effectiveness of the various prescription components.

Level 7 includes re-assessment on the learning objective after implementation. If the student fails to perform acceptably on the test/task it is taken as an indication that further time must be spent or that there is a need to revise the prescription. The revisions are made according to how well each component performed. Acceptable performance by the student indicates a need for reviewing progress up to this point and selecting new objectives. The need for further intervention should be re-evaluated by the SER-LARS user.

Whether or not a prescription is submitted to CCSU depends on Unit procedures. If the decision is to submit a prescription then the following prescription components must be documented, student, learning objective, objective referenced measure, instructional materials, and instructional methods. Documentation of implementer, environment and interaction is optional.

RESOURCES NEEDED

Implementers, environments, materials and methods identified as being appropriate to the student and the objective.

INFORMATION GENERATED

Prescriptions which were unique or in some way extend the contents of SER-LARS.

PROCEDURES

1. Deliver and/or demonstrate prescription components.

2. Have prescription implemented and monitor implementation.

3. Re-administer, score and interpret objective referenced test/task. Document results according to unit specifications.

4. Determine need for documenting prescription for SER-LARS according to Unit criteria.

PROCEDURES (Continued)

5. If necessary, document prescription and submit to CCSU (See NLRC/P Forms: Prescription Record)

6. If student failed to meet criteria on the test/task, return to level 5 to set another objective or to change prescription.

7. If student passed this particular objective but needs to be monitored further, return to level 5 to start next objective.

8. If student no longer must be monitored, discontinue direct service. If desired, submit forms to obtain printed record of objectives (See NLRC/P Forms: Student Record).

9. If this is not the end of the school year, retain student's files until year's end unless student will be unavailable for post-testing (See NLRC/P Forms: Termination or Change of Student Record).

10. Go to Level 8 at end of year.

SECTION
SER-LARS User's Handbook

SUBJECT
Diagnostic-Prescriptive Model -
Level 8: Evaluation

SUMMARY. This subject details procedures for re-administering Level 2 testing to determine if there has been student growth in the curricular areas of intervention.

POLICY STATEMENT. The rationale for post-testing is similar to that presented in Level 2 (pre-testing). In this case, existing test scores may again be inappropriate to assess the student's level of academic functioning. Moreover, the level of the test which was administered prior to intervention may have been appropriate at that time, but the student may have advanced so far that the pre-test grade level limits the skills the student can exhibit. Since the student has, in most cases, mastered some higher level skills, the next grade level of the test may be more appropriate.

This level of testing is required for all students who have received diagnostic-prescriptive service and who were not terminated. For students who enter an NLRC/P program after April 1st, no report of pre or post testing is required by CCSU.

RESOURCES NEEDED

Tests appropriate to content areas to ascertain achievement.

INFORMATION GENERATED

Student test scores.

PROCEDURES

1. Determine test used in Level 2 and type of score reported.

2. Re-administer test and document results being certain to report same type of score as was reported for Level 2 (See NLRC/P Forms: Test Score Record).

3. Forward results to CCSU before June 30th.

SECTION
SER-LARS User's Handbook

SUBJECT
SER-LARS Reports: Student Information

SUMMARY. Policy and procedures for the use of student information are outlined.

POLICY STATEMENT. Student information will be released only to those personnel directly involved with the student's educational program. All dissemination of data to other sources which includes student information will be only in composite forms and will not allow tracing of students.

The SER-LARS system has computer code locks which prevent access to data by other than CCSU personnel.

STUDENT PROGRAM HISTORY
(A-2)

1. Description - this is a listing of the objectives achieved by a student receiving NLRC/P services. It identifies the dates of intervention, the NLRC/P staff member, and the sequence in which the objectives were implemented.

2. Source - the report is generated after the tear off edge of the NLRC/P Student Record form is submitted. (See NLRC/P Forms: Student Record).

3. Purpose - the program history may be used to report to administrators and parents and to provide a summation of activities for the cumulative record.

4. Procedures - when the report is obtained, file a copy with the student's record and distribute copies as necessary to administrators and teachers who work with the student.

SECTION
SER-LARS User's Handbook

SUBJECT
SER-LARS Reports: Test Information

SUMMARY. Policy and procedures are outlined for SER-LARS test information.

POLICY STATEMENT. Test information refers to information about the test instruments or procedures, not about student test scores. SER-LARS test information is provided in order to facilitate decision-making in the diagnostic-prescriptive process. The decisions outlined in Levels 1 through 4 of the model presented in figures 1 and 2 are those which should be supported through SER-LARS Test Reports.

(1) TESTS BY NUMBER (B-1a)

1. Description - this report is a catalog of tests sorted by the NLRC/P number which has been assigned. Included are the title, author, publisher, subtests, and purposes for testing. The first digit of each test number indicates and Level Indicator for D-P Model at least one use of the test:

First Digit	Tests Used for Measuring
1	Intelligence and Mental Maturity
2	General Achievement/ Readiness
3	Reading
4	Mathematics
5	Perceptual/Perceptual Motor
6	Interpersonal
7	Speech, Vocabulary, and Language
8	Vocational
9	General Screening

2. Purpose - provides an initial list of tests roughly by use which may be scanned when choosing a test for a specific purpose.

3. Procedures - look for first digit of the test to identify content area or general purpose.

(2) TESTS BY TITLE (B-1b)

1. Description - this report is a catalog of tests sorted alphabetically by title. Included are the NLRC/P number, publisher, and subtests.

TESTS BY TITLE (B-1b)
(Continued)

2. Purpose - provides a reference list of tests which have been identified by title elsewhere in order to identify NLRC/P number or publisher. The number is necessary for reporting test scores.

3. Procedure - determine title of test (from title page of manual if possible). Look up title alphabetically. The number is given to the left of the title. Source or publisher is given under the cue SO_. Subtest numbers are given under the cue SB_.

(3) TESTS BY PUBLISHER (B-1c)

1. Description - this report is a catalog of tests sorted alphabetically by source (i.e., publisher). Included are the NLRC/P number, title, and subtests.

2. Purpose - provides a reference list of tests which have been identified by source elsewhere, i.e., publisher is known but not title or NLRC/P number. The number is necessary for reporting test scores.

3. Procedure - look for publisher name at the top of a page. The test titles are next to the cue TI_. The NLRC/P number is to the left of the title. Subtest numbers and titles are given under the cue SB_.

(4) TEST ANALYSES (B-3)

1. Description - this report contains analyses of commonly used tests organized by test numbers. Other than identifying information it provides information concerning subtests, administrative usability, examinee appropriateness, interpretation of results, technical aspects, and any specific considerations.

2. Purpose - to provide in-depth test information for use by examiners for determining appropriate tests to administer.

TEST ANALYSES (B-3)
(Continued)

3. Procedures - Identify test number from reports above (By Title or By Publisher) or in list of level of testing (below). Find test number(s) in list of analyses.

(5) TESTS BY LEVEL OF TESTING
(B-3a)

1. Description - this report is a listing of commonly used tests appropriate for each level of testing in the diagnostic-prescriptive model.

2. Purpose - provides a reference list for use in determining tests appropriate for each testing level.

3. Procedures - determine level of testing (1, 2, 3, or 4) then scan list according to general purpose which is identified by the first digit of the test number.

SECTION
SER-LARS User's Handbook

SUBJECT
SERcLARS Reports: Learning Objectives and Objective Referenced Measure Information

SUMMARY. Policy and procedures are detailed for the use of SER-LARS reports of learning objectives and objective referenced measures.

POLICY STATEMENT. Learning objectives are the link between diagnosis and prescription in the diagnostic-prescriptive model. They are the result of evaluative procedures and the focus for determining prescription components.

Learning objective information must be provided in such a way that it does not dictate curriculum and is applicable in a variety of settings. Learning objectives taken from curricula must be edited so they are usable, independent of the curriculum from which they came. Information on objective referenced measures must be tied to individual objectives and be flexible in order to apply in a variety of settings.

LEARNING OBJECTIVES BY CONTENT AREA (C-1b)

1. Description - this report consists of learning objectives organized by content descriptors.

2. Purpose - this report provides information for the selection of appropriate learning objectives (See Diagnostic-Prescriptive Model - Level 5).

3. Procedures - Location of Objectives: determine appropriate content area from the index or from the descriptors in Appendix H of this handbook. Next, locate the volume of learning objectives containing that descriptor. Once into the volume, locate the specific descriptor. Each objective related to a descriptor will be presented along with other objectives from the same source and related to that descriptor. In that sense, a sequence may be implied. Choose the most appropriate objective.

LEARNING OBJECTIVES HISTORY (C-2)

1. Description - this report is a history of the use of each learning objective.. it is organized by content descriptor as above. In addition to the learning objective, the report lists all instructional materials, instructional methods and objective referenced measures which were reported in prescriptions directed toward that objective. For each of the materials, methods, and test/taks cited, summary student

LEARNING OBJECTIVES HISTORY (C-2) (Continued)

data are reported along with the average teacher rating of that item.

2. Purpose - this report provides information for the selection of appropriate objectives and objective referenced measures (See Diagnostic-Prescriptive Model - Level 5) and for the selection of appropriate instructional materials and methods (See Diagnostic-Prescriptive Model - Level 6).

3. Source - the objective information is based on data submitted by SER-LARS users (See NLRC/P Forms: Prescription Records) and contains identification information on objectives, materials, methods and tests/tasks.

4. Procedures - locate objectives as in Learning Objectives by Content Area. Review the usage history of each item, choosing those deemed appropriate. NOTE: If an item has not been used with a student similar to the one with whom you are working, this does not mean it is inappropriate, it merely means that it has not yet been used or reported.

   If an item is of interest and more information is needed, look up the number of that item in the following reports:

   Objective Referenced Measures (C-3)
   Instructional Materials by Number (D-1a
   Instructional Methods (E-3)

OBJECTIVE REFERENCED MEASURES (C-3)

1. Description - this is a report of procedures which were specifically generated to test an NLRC/P objective. Each report includes the number of objectives for which it was written, the author or source, directions for administration, a description of the test/task and directions for scoring. It is organized by number.

OBJECTIVE REFERENCED MEASURES (Continued) (C-3)

2. Purpose - (a) provides a way of measuring objectives for which tests have not previously been available, (b) provides a further definition of the objective as interpreted by teachers.

3. Source - this information is based on user input (See NLRC/P Forms: Test/Task Procedures).

4. Procedures - Identify a learning objective from the Learning Objective History where test/task number is also provided. Use this number to locate the test/task desired.

SECTION
SER-LARS User's Handbook

SUBJECT
SER-LARS Reports: Instructional Material Information

SUMMARY. Policy and procedures are outlined for the use of SER-LARS instructional material reports.

POLICY STATEMENT. The SER-LARS Instructional Materials File is designed to assist the system user in the development of prescriptions and in documenting these prescriptions (See Diagnostic-Prescriptive Model - Levels 6 and 7). The user is provided with a numbering system which facilitates inventories, reduces the amount of information to be submitted on prescription records and allows for cross-indexing of materials used by others.

Instructional materials are defined in SER-LARS as those items which are used in educational settings and which have inherent instructional content. This means that generic items such as chalkboards and tape recorders do not qualify as instructional materials. The only exception to this is when there is a manual accompanying the generic item which defines the teaching and learning tasks (See also SER-LARS Reports: Instructional Method Information).

Before moving into writing prescriptive programs for students, the serious system user will take a pre-prescriptive inventory involving the assignment of SER-LARS numbers to each instructional material in the classroom. Documentation of instructional materials becomes simple once this is accomplished (See Appendix F - Procedures for Pre-Prescription Material Inventories). During such an inventory, items which are not currently in the instructional material file are reported to CCSU so a number may be assigned.

INSTRUCTIONAL MATERIALS BY NUMBER (D-1a)

1. Description - this report is a catalog of materials sorted by the NLRC/P number which has been assigned. Included are the title, publisher (source), the catalog number, and an indication if an analysis is available. The following cues are used:

   TI -- Title
   SO -- Source
   MA -- An Analysis is Available
   CA -- Catalog Number

2. Purpose - provides a reference list of materials which have been identified by number in the objective history Report C-2. The title, publisher, and other identifying information will aid the user in determining, (1) whether he

INSTRUCTIONAL MATERIALS BY NUMBER (D-1a) (Continued)

presently has the material or, (2) whether he can obtain the material.

3. Procedures - Location of Material Title: note 5 digit number of material. Identify volume in which material is located (Volume I has numbers 00001 to 6000, Volume II has the remainder). Look for the number along the left edge of the page. Compare both title and publisher before accepting the material as a match. You may wish to request an analysis if it is available.

INSTRUCTIONAL MATERIALS BY TITLE (D-1b)

1. Description - this report is a catalog of materials sorted alphabetically by title. Included are the NLRC/P number and publisher (source). An additional cue is: SO_ Source or Publisher.

2. Purpose - (a) Provides a reference list of materials which have been identified by title elsewhere in order to obtain NLRC/P numbers for material (See Caution below). (b) Provides identifying information for ordering purposes.

3. Procedures - Location of Material Number: when recording a material used in a prescription, locate the SER-LARS material number by looking for the title of the material as it appears on the box lid or the title page. The material number is listed.

4. Caution - It may be necessary to look for a material title in many variations such as Group Sounding Words, Dolch's Group Sounding Words, Word Game, etc. (The material report by publisher, D-1c, is more useful for this purpose).

SECTION	SUBJECT
SER-LARS User's Handbook	SER-LARS Reports: Instructional Material Information

INSTRUCTIONAL MATERIALS BY PUBLISHER (D-1c)

1. Description - this report is a catalog of materials sorted alphabetically by publisher.

2. Purpose - (a) Provides a reference list of materials organized by publisher in order to obtain NLRC/P numbers. (This is the easiest report to use in inventories). (b) provides a source list indicating the availability of special education materials of each publisher as reported by system users.

3. Procedures - (a) Location of Material Number: when recording a material used in a prescription, locate the SER-LARS material number and title under the appropriate publisher.

   (b) Index to Location of Materials Title by Locating the Publisher Name: By using the publisher of the material, the searching for the title is minimized by narrowing the field of possibilities. Ex: There are 33 entries under Garrard Publisher, one of which is Dolch Group Sounding Words. Looking through publishers' names is much less forboding than facing 3000 title entries.

INSTRUCTIONAL MATERIALS: TEACHER-MADE AND COMMERCIALLY ADAPTED (D-3)

1. Description - this report consists of procedural write-ups of instruction materials which teachers have created or have adapted from commercially available items. Each report includes descriptions of construction, materials procedures for construction and directions for use. An index is provided for easy access.

2. Purpose - (a) Provides information about materials to achieve objectives for which commercial materials were (1) unavailable, (2) inaccessible or (3) inappropriate.

INSTRUCTIONAL MATERIALS: TEACHER-MADE AND COMMERCIALLY ADAPTED (D-3) (Continued)

(b) Provides in-depth information for instructional material numbers 90000-99999, the numbers assigned to teacher-made and commercially adapted items.

3. Source - the teacher made material information is based on data obtained from SER-LARS users as well as other sources. (See NLRC/P Forms: Record of Teacher-Made Materials and Adaptation of Commercially Available Materials, D-3).

4. Procedures - (a) Use of D-3 Index: Each material in this report is identified by content descriptor (general subject area) such as, phonics, short vowel, The index is arranged into major sections such as reading, math, self-help skills, etc. Listed under each general subject are the numbers of material dealing with that area.

(b) The actual reports describing the materials can be found in the body of the report in numerical order. If the number is known, e.g., from the objective history (See SER-LARS Reports: Learning Objectives and Objective Referenced Measure Information), then the index may be skipped.

SECTION
SER-LARS User's Handbook

SUBJECT
SER-LARS Reports: Instructional Methods Information

SUMMARY. Policy and procedures are outlined for the use of SER-LARS instructional methods information.

POLICY STATEMENT. The SER-LARS instructional methods file is designed to support system users as they develop and document prescriptions (See Diagnostic-Prescriptive Model - Levels 6 and 7). A method is defined as the technique of instruction. Each includes a description of student tasks or objectives; teacher tasks; and instructional materials, media or hardware necessary to use the method. If the required instructional material involves complex construction, it will be reported in the instructional material file (See SER-LARS Reports: Instructional Material Information).

METHODS (E-3)

1. Description - this is a report of instructional procedures. Each method includes a title, author and source as well as some content area terms which describe the intent. Student tasks are presented sequentially with the associated sequential instructional tasks. Associated media and materials are briefly described.

2. Purpose - this report can be used as an initial source when looking for a technique to use in teaching a general content area. It can also be used to search for a technique which has been identified by number on another document (See SER-LARS Reports: Learning Objectives and Objective Referenced Measure Information).

3. Source - the method information is based on data obtained from SER-LARS users and various curricula (See NLRC/P Forms: Instructional Methods Record, E-3).

4. Procedures - (a) Use of E-3 index: Each method in this report is identifed by content descriptor (general subject area) such as phonics, long vowels. The index is arranged into major sections such as reading, math, self-help skills, etc. Listed under each general subject are the numbers of methods dealing with that area.

METHODS (E-3)
(Continued)

(b) The actual reports describing the methods can be found in the body of the report in numerical order and if the number is known, then the index may be skipped.

SECTION
SER-LARS User's Handbook

SUBJECT
NLRC/P Forms: Initial Referral (A-1)

SUMMARY. Policy and procedures are outlined for the use of the NLRC/P Initial Referral Form.

POLICY STATEMENT. One purpose of the initial referral form is to enable the Itinerant Master Teacher (or Resource Room Teacher) to collect and record information on a pupil to clearly identify him in terms of the referring source's perception of the pupil and his presenting problem. In addition, the NLRC/P needs to collect information on each pupil in order to meet the requirements of the contract with the federal government.

The NLRC/P staff member should request that the referring persons complete the top section of the form. It may be appropriate to ask the referring source to identify as clearly as possible the reasons for which he is seeking the assistance of NLRC/P staff in terms of learning problems experienced by the student and also to indicate information which identifies characteristics of the student which may be helpful in prescription development.

An initial referral form is to be completed for each student referred, regardless of whether he was accepted for service. This is to be submitted after the decisions have been made relative to the type of service to be provided and the environment in which the first implementation will take place.

CODING

1. The second section of the form is completed by the Itinerant Master Teacher or Resource Room Teacher by identifying:
   A. NLRC/P Unit: circle the appropriate unit.
   B. IU: identify the intermediate unit in which the student is receiving service.
   C. District name: identify the name of the school district in which the student is receiving service. Also change name of school to school at which student is receiving service, if necessary.
2. Student ID#: assign the student an identification number within the range of numbers assigned to the NLRC/P location (NOTE: If the student was in an NLRC/P program last year he is assigned a new number for the 1974-75 school year).

3. Student Home Zip Code: BEH requires that federally funded programs identify the district (by zip code) in which the recipient of services resides.

CHRONOLOGICAL AND MENTAL AGE

4. Compute student's chronological age at the referral date by subtracting his birthdate from the referral date.

   A. Referral date: year-month-day.
   B. Birthdate: identify by year, month and day the student's birthday.
   C. Chronological age: record in years and months, adding one (1) month for more than 15 days.

5. Intelligence Test Results
   A. Date of Test: enter the year, month and day of the most recent intelligence test.
   B. Mental Age: enter the years and months reflecting the mental age of the student at the time of the test or list intelligence quotient and enter a three digit number (e.g., 069). A mental age is preferred.

HANDICAP

6. The following information is likely to be available in a psychological or medical report.

   A. No handicap - according to psychological findings the student does not meet state guidelines as handicapped.
   B. Learning disability - the psychological report indicates that the student is learning disabled. A check in one of the boxes reflects the student's placement at the present time and a degree of severity of the handicap.
   C. Hearing Impairment - the student is classified as hearing impaired. Indicate the degree of severity.
   D. Visual Impairment - the student is classified as visually impaired. Indicate the degree of vision lost.

E. Speech and Language Impairment - the student is classified as speech and/or language impaired. Indicate current placement.

F. Physical Handicap - the student is classified as physically handicapped. Indicate current placement.

G. Social Maladjustment/Emotional Disburbance - the student is classified as emotionally disturbed or socially maladjusted. Indicate current placement of the student.

H. Retardation - the student is classified as mentally retarded. Indicate the degree of severity by a check in the appropriate box.

I. Multiple Handicaps - a check in the box indicates that the psychological/medical report indicates two or more handicapping conditions.

TYPE OF SERVICE

7. The following items on the intial referral form most likely will not be completed until diagnostic evaluations are completed.

A. Accepted for D-P Service - a check here indicates the student has been accepted for prescriptive services in addition to his normal placement.

B. Consultation Only - a check here indicates that NLRC/P staff will not be directly involved in prescription planning or implementation.

C. Not Accepted - a check here indicates that the student will not receive NLRC/P services.

LOCATION OF IMPLEMENTATION

8. Indicate location(s) of prescription implementation by a check in the appropriate box(es). Specify other if location is not listed.

STAFF MEMBER

9. Identify by name and ID# the NLRC/P staff member completing the initial referral form.

10. Tear off the pink copy and place in student's file. Deliver remaining copies to unit.

UNIT LEVEL EDITING

11. The following items are essential and should be checked before submission to CCSU:

    A. Sex
    B. School Name
    C. Unit
    D. IU#
    E. District
    F. Student ID#
    G. Student Home Zip Code
    H. Referral Date
    I. Chronological Age
    J. Date of Intelligence Test
    K. MA or IQ
    L. At least one (1) box under "Pscyhological Findings Indicate" must be checked.
    M. One of the following: "Accepted for D-P Service", "Consultation Only", or "Not Accepted".
    N. If "Accepted for D-P Service" is checked, then one of the learning environments must be checked.

12. Deliver white copy to CCSU. All Initial Referral Forms must be in before May 30th.

NLRC/P INITIAL REFERRAL

DATE: 9,8,74 (month-day-year)

I am seeking the assistance of the NLRC/P staff to establish a cooperative educational program for this student.

NAME OF REFERRING PERSON: Ms. Thomas NAME OF PRINCIPAL: [signature]

STUDENT'S NAME: WARD (last) WILLIAM (first) A. (middle initial) SEX: M

SCHOOL: LINCOLN GRADE: PRIMARY SPECIAL ED. ROOM: 6B

REASONS FOR REFEARAL: (Describe specifically the problems experienced by this student.)

Billy cannot tell the difference between short vowel sounds. Maybe his reading problems are caused by this. He is also hyper.

INDICATE STUDENT'S STREAGTHS:

He's eager to please. He does especially well in math (addition).

INFORMATION BELOW THIS LINE WILL BE FILLED OUT BY NLRC/P STAFF

NLRC/P UNIT: (circle one) URSAN 91 SUBURBAN 92 MIDDLE URBAN 93 RURAL 94 WESTERN 95 IU#: 5 DISTRICT NAME: COUNCIL HILLS

STUDENT ID#: 2103

STUDENT HOME ZIP CODE: 16208

REFERRAL DATE: 74 (year) 09 (month) 08 (day)

BIRTHDATE: 62 (year) 07 (month) 20 (day)

CHRONOLOGICAL AGE: 12 (year) 2 (month)

MOST RECENT INTELLIGENCE TEST RESULTS:

DATE OF TEST: 74 (year) 02 (month) 26 (day)

MENTAL AGE: 8 (year) 6 (month)

IQ:

PSYCHOLOGICAL FINDINGS INDICATE THE FOLLOWING:

- NO HANDICAP ☐
- LEARNING DISABILITY (B.I.) ☐ Regular Class ☐ Special Class ☐ Not in School
- HEARING IMPAIRMENT ☐ Mild ☐ Moderate ☐ Severe & Profound
- VISUAL IMPAIRMENT ☐ Partially Seeing (20/70 - 0/200) ☐ Blind (0/200-)
- SPEECH & LANGUAGE IMPAIRMENT ☐ Mild ☐ Moderate ☐ Severe
- PHYSICAL HANDICAP ☐ Regular Class ☐ Special Class ☐ Not in School
- SOCIAL MALADJUSTMENT/EMOTIONAL DISTURBANCE ☐ Regular Class ☐ Special Class ☐ Not in School
- RETARDATION ☑ Educable ☐ Trainable ☐ Severe & Profound
- MULTIPLE HANDICAPS ☐

ACCEPTED FOR D-P SERVICE ☑ CONSULTATION ONLY ☐ NOT ACCEPTED ☐

IF ACCEPTED FOR D-P SERVICE, WHERE WILL PRESCRIPTION(S) BE IMPLEMENTED?

☐ REGULAR CLASS ☑ RESOURCE ROOM ☐ ASSESSMENT CLASS ☐ SELF-CONTAINED CLASS ☐ HOME OTHER: (specify)

NAME OF NLRC/P STAFF MEMBER COMPLETING THIS FORM: MARGE GILLIAM ID#: 21

INFORMATION BELOW THIS LINE WILL BE FILLED OUT BY CCSU

UNDER 5 YRS. ☐ 5-15 YRS. ☐ 15+ YRS. ☐ MA AT REFERRAL: ____ SCHOOL CODE: ____

MN: KEY:

NLRC/P FORM 4-1 7/76

SUMMARY. Policy and procedures are outlined for the use of the NLRC/P Test Score Record.

POLICY STATEMENT. All students receiving NLRC/P service on an ongoing basis must be pre-tested prior to the implementation of the program and post-tested after its completion. For students who enter an NLRC/P program after April 1st, no report of pre- or post-testing is required by CCSU. Test results from other sources are acceptable if they are no more than one month old.

A test or subtest must be chosen which reflects the curriculum area in which the educational program is being projected. The test must also provide an age or grade equivalent. Failing that, a raw score is acceptable. The same type of score must be reported for the post-test as was reported for the pre-test.

Also, if only a particular subtest area is of concern, report only that portion of the test.

FIELD AREA

1. Enter the state code from below:

   A. Pennsylvania - 38
   B. Oregon - 37
   C. Maryland - 20

2. Enter the LRC unit number

   A. Pennsylvania*
      1. Urban Unit - 91
      2. Suburban Unit - 92
      3. Middle Urban Unit - 93
      4. Rural Unit - 94
      5. Western Unit - 95

      *Do not enter the IU number

   B. Oregon and Maryland
      Enter number assigned by State SER-LARS Coordinator

TEST RESULTS INTERPRETER

3. Enter the position code from the list below of the person who is interpreting the test results. Then list the two digit ID# of that person as assigned by the unit.

CODE	POSITION
21	Supervisor
31	Instructional Advisor
41	Itinerant Master Teacher

TEST RESULTS INTERPRETER (Continued)

CODE	POSITION
51	Resource Teacher
52	Self-Contained Class Teacher
53	Assessment/Prognostic Class Teacher

STUDENT ID NUMBER

4. Enter the four digit number assigned to the student.

TEST NAME OR NUMBER

5. If the test has been assigned an NLRC/P number in the Test Reports, enter the test number (and subtest number if appropriate). Be certain the correct grade level of the test is being reported. If a total score is being reported, indicate the subtest number as 00.

6. If no number has been assigned to the test or subtest, write the test name, subtest name, producer, and author at the top of the test area. In the case of a teacher-developed instrument, assign the test a title, indicate the unit as producer, and indicate the author.

DATE OF TESTING

7. Indicate the month, day, and year the test was administered. If secondary information was being used and the date was not given, e.g., in student's cumulative folder, give an approximate date.

PURPOSE #1

8. If the test is being reported as a pre- or post-test, mark "2". (Dates will distinguish pre- from post-). If the test was for Identification and you wish to have it recorded, mark "1". If the test was for Content Diagnosis, mark "3" and for Process Diagnosis, mark "4".

PURPOSE #2

9. Mark "1", "3", or "4" as in Purpose #1. Do not mark "2". If purpose #1 is "2" than purpose #2 cannot be "1".

TYPE OF SCORE

10. Indicate the one type of score being reported. The list represents a priority list of preferred scores from top to bottom. Start at the top and mark the first type of score the test or subtest

TYPE OF SCORE (Continued)

provides. If the score should be an age or grade equivalent, but the student's score was out of range of scores provided, either test the student with a more appropriate instrument or report a raw score. (In this case, be sure to report a raw score for post-test also).

If the test results are grade: Pre K it would be best to convert them to age equivalents. For testing purposes other than level 2, a score is not required by CCSU.

SCORE

11. Indicate grade scores in years and months, e.g., 045 is 5th month of fourth grade.

Indicate age equivalent in months, e.g., 045 equals 45 months. Always place the number as far to the right as possible, e.g., a raw score of 5 should be 005.

CONTINUATION

12. Repeat 5-11 for as many as three tests or subtests per test score record. For more than three tests, or subtests, complete another form, filling out all information.

UNIT LEVEL EDITING

13. The following items are essential and should be checked before submission to CCSU.

    A. LRC Unit Number
    B. Test results interpreter position and ID#
    C. Student ID Number
    D. Test Number or Test Name
    E. Date of Testing
    F. Purpose (A blank will be assumed to be #2)
    G. Type of Score and Score for all level 2 tests

14. Submit form to CCSU. All Test Score Records must be in before June 30th.

SEE REVERSE SIDE FOR PURPOSE CODES, EXAMINER POSITION AND CHANGE OF METHOD

TEST NAME Slosson Intelligence Test **SUBTEST NAME**

PRODUCER **AUTHOR**

TEST NUMBER	SUBTEST	DATE OF TESTING (MO / DAY / YR)	EXAMINER POS. CODE	PURPOSE #1	PURPOSE #2	CHANGE OF METHODS	SCORE
1 1 3 8 0	0 0		0 3	1			0 8.9

TYPE OF SCORE: AGE EQUIV. · GRADE EQUIV. · IQ · RAW SCORE · SCALED/STANDARD · STANDARD · STANINE · % ILE · % CORRECT

TEST NAME Peabody Individual Achievement T. **SUBTEST NAME**

PRODUCER Amer. Guidance Service **AUTHOR** Dunn and Markwart

TEST NUMBER	SUBTEST	DATE OF TESTING (MO / DAY / YR)	EXAMINER POS. CODE	PURPOSE #1	PURPOSE #2	CHANGE OF METHODS	SCORE
			0 3	1			0 1.9

TYPE OF SCORE: AGE EQUIV. · GRADE EQUIV. · IQ · RAW SCORE · SCALED/STANDARD · STANINE · % ILE · % CORRECT

TEST NAME Gates-McKillop Reading **SUBTEST NAME** Oral

PRODUCER **AUTHOR**

TEST NUMBER	SUBTEST	DATE OF TESTING (MO / DAY / YR)	EXAMINER POS. CODE	PURPOSE #1	PURPOSE #2	CHANGE OF METHODS	SCORE
3 0 5 6 0	0 1		0 3	2			0 1.6

TYPE OF SCORE: AGE EQUIV. · GRADE EQUIV. · IQ · RAW SCORE · SCALED/STANDARD · STANINE · % ILE · % CORRECT

FIELD AREA

STATE 3 8 UNIT 9 4

TEST RESULTS INTERPRETER

POSITION 5 I.D. # 3 6 8

STUDENT I.D. NUMBER 4 0 1 9

NRR C/P

SCHOOL

TEST SCORE RECORD

RESULTS INTERPRETER Marge

STUDENT Ronald

FORM 19A 8/73

PS 2348 0000 (1974)

4

50

NRR C/P TEST SCORE RECORD - FORM 19B - 8/73

CODE	POSITION
21	Supervisor
31	Instructional Advisor
41	Itinerant Master Teacher
51	Resource Teacher
52	Self - Contained Class Teacher
53	Assessment / Prognostic Class Teacher
61	Teacher's Aide
62	Bus Monitor
93	Psychologist
94	Non - NRR C/P Itinerant Personnel (e.g. Reading Specialist)
95	Regular Class Teacher
99	Unknown

LEVEL INDEX	PURPOSE FOR TESTING
1	Student Identification
2	Pre - Post Skill Level
3	Diagnostic Content Information (What)
4	Diagnostic Process Information (How)

DIRECTIONS FOR FORM 19 INCLUDE THE FOLLOWING: (Full Directions in SER - LARS Handbook)

1. Describe test by test name, subtest name, producer, and author only when there is no NRR C/P number.
2. Test and subtest numbers are in Appendix B of SER - LARS. When indicating total test score, subtest #00.
3. Rating assesses degree to which test aided in making a decision relative to the indicated purpose.
4. When methods of test were changed from those outlined in the Manual or if there was no manual; mark "yes" under "change of methods", describe procedures below, and mark "yes" under "write - up included".
5. Give the one most appropriate score for a test. The list of types of scores on the reverse represents a priority list from top to bottom.

TEST (From Reverse Side)	COMMENTS
	Be specific in describing change of methods and indicate why they were changed. 1. Did Presentation Change? e.g. Read to Child 2. Did Content Change? e.g. Used Culture - Relevent Pictures (Specify) 3. Did Response Change? e.g. Said answers rather than wrote 4. Why was change necessary?

PS 7548A NRR (5392)

SUMMARY. Policy and procedures are outlined for the use of the student record.

POLICY STATEMENT. The main block of student record is optional, to be used at the discretion of the unit coordinator. Each coordinator may redesign the form to his or her own needs. It is primarily used by teachers documenting prescriptions for each student on a day-to-day basis. One or more forms are used for each student. The design of the standard form is meant to facilitate transfer of data from this form to the prescription record (See NLRC/P Forms: Prescription Record).

If the form is redesigned to meet unit needs, the edge to the left of the dotted line must remain the same. This edge is used to initiate the printing of the objectives achieved by a student. (See SER-LARS Reports: Student Information). Submission of this form is not required by CCSU, however, submission of the left edge is necessary for the list of objectives achieved by a student to be printed.

STUDENT NAME	1. Print the student's name exactly as you wish it to appear on the student program history.
DATES	2. Indicate the dates (by number) for which objectives are being reported.
ID NUMBER	3. Insert the student's four digit identification number.
SCHOOL	4. Print the name of the school, IU, or district exactly as you wish it to appear. You may wish to insert "Homebound" or some other indication of learning environment. This will identify the location to which the information will be returned.
IU NUMBER	5. Insert the number of the intermediate unit. Pennsylvania intermediate units are numbered 1-29.
NLRC/P UNIT	6. Print the unit name if you wish it to appear on the print out.
NLRC/P STAFF MEMBER	7. Print the name of the person to whom the print-out should be returned. This must be someone directly involved in the student's program.

COMMENTS

8. Print any comments you wish to appear on the print-out, e.g., "Billy has improved to the point where resource room assistance is no longer needed. Please note the progress in reading objectives-numbers 1-6." They will be entered verbatim. Limit 200 spaces.

SEQUENCE NUMBER

9. For each objective, enter a three-digit number to reflect the order in which they were selected or written for each student (this number is also used in submitting prescriptions-See NLRC/P Forms: Prescription Record). Objectives on which the student was pre-assessed but passed, do not have to be included, but may be included if the prescription writer needs a record of them.

OBJECTIVE NUMBER

10. Enter the five-digit SER-LARS number of the objective if it is available. (See SER-LARS Reports: Learning Objectives and Objective Referenced Measure Information).

11. If a number is not available, leave the space blank. That space will be blank on the print-out also.

12. Continue to record the sequence and objective numbers on additional edges as needed. However, there is no need to provide the same identifying information each time.

13. Staple all edges for each student together before submitting them to unit personnel.

UNIT LEVEL EDITING

14. The following items must be included:
    A. Dates
    B. Student ID Number
    C. School
    D. NLRC/P Staff Member
    E. Sequence Numbers
    F. Objective Numbers, if available

15. Student Record edges may be submitted upon the termination of direct service or periodically during the school year, e.g., quarterly reports.

NLRC/P STUDENT RECORD

NLRC/P FORM A-3 - 7/74

STUDENT NAME: _____ ID#: _____

OBJECTIVE STATE (check)	NAME(S) OF MATERIAL(S) USED	TITLE	OBJECTIVE REFERENCED TEST NAME	PRE-TEST DATE	PRE-TEST SCORE	POST-TEST DATE	POST-TEST SCORE

STUDENT: BILLY WARD DATE STARTED: 9/20/74 DATE COMPLETED: 12/10/74

ID#: 2103 SCHOOL: LINCOLN IU#: 5

NLRC/P UNIT: WESTERN NLRC/P STAFF MEMBER: M. TOBIAS

COMMENT(S): BILLY CAN NOW DISCRIMINATE ALL VOWEL SOUNDS

SEQUENCE NUMBER	004	003	002	001
OBJECTIVE NUMBER	09235	07141	08250	06209

COMPLETE ONLY IF PROGRAM HISTORY IS DESIRED. (Identifying information need only be filled out on the first tear-off edge.) (Staple all edges for each student together.)

STUDENT: DATE STARTED: / / DATE COMPLETED: / /

ID#: SCHOOL: IU#:

NLRC/P UNIT: NLRC/P STAFF MEMBER:

COMMENT(S):

SEQUENCE NUMBER	007	006	005
OBJECTIVE NUMBER	08251	08121	06301

COMPLETE ONLY IF PROGRAM HISTORY IS DESIRED. (Identifying information need only be filled out on the first tear-off edge.) (Staple all edges for each student together.)

SECTION
SER-LARS User's Handbook

SUBJECT
NLRC/P Forms: Prescription Record (A-4)

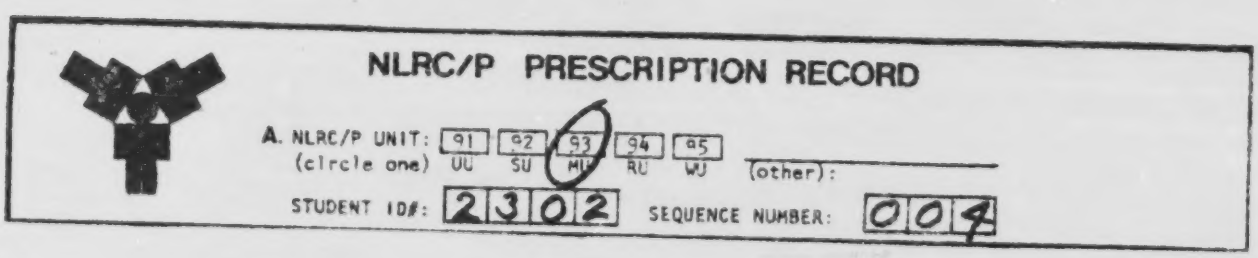
SUMMARY. Policy and procedures are outlined for the use of the NLRC/P prescription record.

POLICY STATEMENT. The NLRC/P Prescription Record (Form A-4) is designed to provide the SER-LAR system with information which identifies and evaluates the prescriptive components of educational programs for students receiving diagnostic-prescriptive services from the NLRC/P. A completed prescription record will specify and evaluate instructional materials, instructional methods and objective referenced measures designed to enable a student to reach a specified learning objective (See Diagnostic-Prescriptive Model - Level 7: Coordinate and Monitor Implementation of Prescription).

Although each unit must provide some prescriptive information to the data bank, the criteria for submitting data are to be determined at the unit level. Two of the considerations which should be made in establishing these criteria are the degree of uniqueness and the extent to which the prescription will extend the contents of the data bank. This does not mean that something which has been reported once in a particular situation should not be reported again. It does mean that an item which has been reported, for example, 20 times in a particular setting, with similar ratings probably does not extend the data bank contents.

If a prescription is submitted, all major components must be included, i.e., student information, objective, materials and methods.

IDENTIFICATION



1. UNIT: Identify the NLRC/P service unit by circling the appropriate box: 91=Urban Unit, 92=Suburban Unit, 93=Middle Urban Unit, 94=Rural Unit, 95=Western Unit. (Specify name and location of the educational agency if other than one of the NLRC/P service units.

IDENTIFICATION
(Continued)

2. STUDENT ID#: Identify the student for whom the prescription was implemented by placing the previously assigned identification number (ID#) in the four spaces allotted.

3. SEQUENCE NUMBER: Enter a three-digit number which identifies the "Sequence Number" of the prescription. For example, if the prescription record being submitted is the first one implemented with the student, the sequence number is 001; if it's the third prescription implemented, the sequence number is 003. (Note: the sequence number should match the sequence number identifying the same prescription on the NLRC/P Student Record, Form A-3).

LEARNING OBJECTIVES

B. Learning Objective Number 6 9 2 0 5

or LEARNING OBJECTIVE (If number not available in learning objective file):

SOURCE: AUTHOR: ID#:

(FOR CCSU USE):
SO_ ED_ MA_

4. LEARNING OBJECTIVE NUMBER: Enter the five-digit number that corresponds to the learning objective if the objective is identified in the SER-LARS Objective File. (See SER-LARS Reports: Learning Objectives and Objective Referenced Measure Information).

5. OBJECTIVE STATEMENT: If the learning objective statement is not available in the SER-LARS Objective File, write the statement on the lines allotted using NLRC/P Guidelines for Writing Objectives (See Appendix J). If the objective statement is teacher written, identify the NLRC/P service unit as the source (e.g., source: Urban Unit). If the

LEARNING OBJECTIVES
(Continued)

learning objective is available from a commercial or non-commercial source, identify that source (e.g., source: TMR Curriculum Guide IU #20 or SRA Reading Diagnostic Kit-Level A).

6. AUTHOR: Identify the author by first initial and last name (e.g., M. Smith) and NLRC/P identification number if appropriate.

INSTRUCTIONAL MATERIALS

C. Instructional Materials

TO RECORD MATERIALS FOR WHICH A SER-LARS NUMBER IS NOT AVAILABLE:
(1) write title, author, publisher, format and grade level, or
(2) in the case of a teacher made or adapted item, describe it on the attached form.
(In either case, rate the materials' effectiveness.)
CHECK HERE IF ALL MATERIALS ARE EXPLICIT IN THE METHOD(S) ☐

1st MATERIAL NUMBER: 04114
☐ WRITE-UP ATTACHED
EFFECTIVENESS RATING: HIGH ☑ LOW ☐
TITLE:
GRADE LEVEL: ____ AUTHOR:
PUBLISHER:
FORMAT:

2nd MATERIAL NUMBER:
☑ WRITE-UP ATTACHED
EFFECTIVENESS RATING: HIGH ☐ LOW ☑
TITLE:
GRADE LEVEL: ____ AUTHOR:
PUBLISHER:
FORMAT:

3rd MATERIAL NUMBER:
☐ WRITE-UP ATTACHED
EFFECTIVENESS RATING: HIGH ☐ LOW ☑
TITLE: FORM-A-SOUND
GRADE LEVEL: K-2 AUTHOR: NONE
PUBLISHER: IDEAL SCHOOL SUPPLY CO.
FORMAT: CARDS

4th MATERIAL NUMBER:
☐ WRITE-UP ATTACHED
EFFECTIVENESS RATING: HIGH ☐ LOW ☐
TITLE:
GRADE LEVEL: ____ AUTHOR:
PUBLISHER:
FORMAT:

7. There are four alternative ways to complete this section, three of which require ratings.

INSTRUCTIONAL MATERIALS
(Continued)

A. CHECK HERE IF ALL MATERIALS ARE EXPLICIT IN THE METHOD(S): Place a check in the box if the instructional materials used in the prescription are specified in the documentation of the method(s). In this case, there will be a methods number given or a methods documentation will be attached to the prescription form. (See NLRC/P Forms: Instructional Methods Record: E-3)

B. MATERIAL NUMBER: If the instrucational material used in the prescription is identified in the SER-LARS Instructional material file, locate the material number and enter that number into the appropriate blocks (See SER-LARS Reports: Instructional Material Information).

RATING: Each material must be rated at the completion of prescription implementation. The effectiveness rating is an assessment of the degree to which the instructional material was beneficial in achieving the learning objective (high, medium high, medium low, low).

EXAMPLE: The first material box is an example of this situation.

C. WRITE-UP ATTACHED: If a teacher-made material or an adaptation of a material is used in the prescription, documentation is indicated by a check in the "Write-Up Attached" Box C. (See NLRC/P Forms: Record of Teacher-Made Materials and Adaptations of Commercially Available Materials: D-3).

RATING: must be completed.

EXAMPLE: The second material box is an example of this situation.

INSTRUCTIONAL MATERIALS
(Continued)

D. UNCATALOGUED MATERIAL: When a commercial material is used in a prescription and an instructional material number cannot be located in the SER-LARS instructional material file, fill in the five identifiers listed on the form.

(1) TITLE: Copy the complete title as it appears on the box lid or title page.

(2) GRADE LEVEL: If indicated on the material itself, fill it in. If not indicated on the material, please estimate its range of use.

(3) AUTHOR: Copy the author(s) from the title page or instructional booklet.

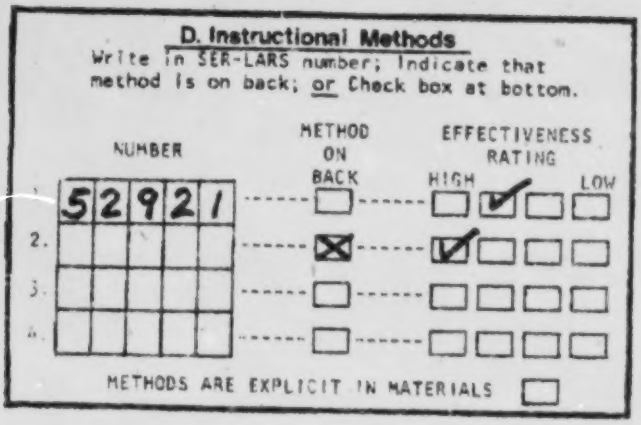
(4) PUBLISHER: Copy the entire name of the publisher as it appears on the title page or box lid or instruction sheet.

(5) FORMAT: Refer to Appendix G for a list with definitions of various formats.

RATING: Must be completed.

EXAMPLE: The third material box is an example of this situation.

INSTRUCTIONAL METHODS



8. There are three alternative ways to complete this section, two of which require ratings.

   A. METHOD NUMBER: Identify the instructional method implemented by entering the five digit number assigned to the method if available in the Instructional Methods file (See SER-LARS Reports: Instructional Method Information)

      RATING: Each instructional method must be rated at the completion of prescription implementation. The Effectiveness Rating is an assessment of the degree to which the instructional method was beneficial in achieving the learning objective.

      EXAMPLE: The first entry box is an example of this situation.

   B. METHOD ON BACK: If the instructional method implemented is not identified through the Instructional Methods File, indicate by checking the box under Method on Back, in which case an explanation should appear on the attached form (See NLRC/P Forms: Instructional Methods Record).

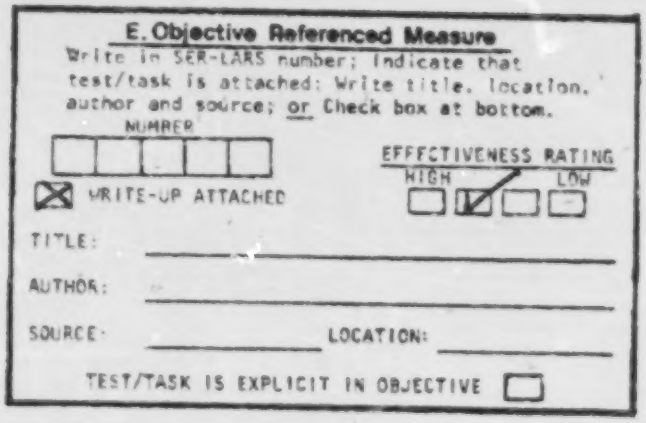
INSTRUCTIONAL METHODS
(Continued)

RATING: Must be completed.

EXAMPLE: The second entry box is an example of this situation.

C. METHODS ARE EXPLICIT IN MATERIALS: When methodology is explained within the instructional materials, clarify by checking box next to Methods are Explicit in Materials. In this case, instructional materials must be reported, i.e., materials cannot also be explicit in methods.

OBJECTIVE REFERENCED MEASURE



9. There are also four ways to complete this section, three of which require a rating.

A. NUMBER: If the Objective Referenced Measure (ORM) used in the prescription is identified in the SER-LARS ORM file, fill in the appropriate number in the spaces allotted (See SER-LARS Reports: Learning Objectives and Objective Referenced Measure Information).

RATING: Include a rating that reflects the degree to which the ORM adequately assessed the student's mastery of the objective.

OBJECTIVE REFERENCED MEASURE (Continued)

B. WRITE-UP ATTACHED: A check in the "Write-Up Attached" box indicates that an ORM is documented and attached (See NLRC/P Forms: Test/Task Procedures Record).

RATING: Must be included.

EXAMPLE: An example of this situation is presented above.

C. COMMERCIAL SOURCE: If the ORM used in the prescription is taken from a commercial source, the following identifying information should be included:

(1) TITLE: The title of the items should be identified as it appears on the title page, box lid, etc.

(2) AUTHOR: Identify the author(s) name(s) as they appear on the item being reported.

(3) SOURCE: Enter the chapter number, page number, etc. that locates the ORM within the source identification.

RATING: Must be included.

D. TEST/TASK EXPLICIT IN OBJECTIVE: A check in this box indicates that the ORM is specified in the learning objective and clearly identifies the test/task procedures. Further documentation is not necessary.

IMPLEMENTER, ENVIRONMENT AND INTERACTION

TYPE OF IMPLEMENTER: REG. TEACHER TYPE OF ENVIRONMENT: REG. CLASS INTERACTION: SMALL GROUP

10. These items are optional and this area may be omitted.

IMPLEMENTER, ENVIORNMENT AND INTERACTION (Continued)

A. TYPE OF IMPLEMENTER: Identify the implementer(s) of the prescription as:

1. Itinerant Specialist
2. Special Class Teacher
3. Resource Room Teacher
4. Regular Class Teacher
5. Aide
6. Student
7. Ward Attendant
8. Parent

B. TYPE OF ENVIRONMENT: Identify the location(s) of the implementation of the prescription as:

1. Regular Class
2. Special Class
3. Assessment Class
4. Resource Room
5. Ward
6. Home

C. TYPE OF INTERACTION: Identify the interaction mode(s) used in the prescription implementation as:

1. Independent
2. 1 to 1
3. Small group (2-5)
4. Large group (6 above)

PRESCRIPTION WRITER

PRESCRIPTION WRITER: M. TOBIAS CHECKED AT UNIT BY: GWQ	(CCSU USE) MN: KEY:

11. Identify the person who primarily developed the prescription.

UNIT LEVEL EDITING

12. CHECKED AT UNIT BY: Identify the person who monitored the form at the unit office.

13. The following items must be checked before submitted to CCSU:

A. Unit, Student ID# and Sequence Number.
B. A Learning Objective Number or

UNIT LEVEL EDITING
(Continued)

Statement. Check statement for quality. Edit if necessary.

C. At least one of the four options under Instructional Materials must be taken. In addition, if the materials are explicit in methods, the reverse obviously cannot be true. Check that indicated write-ups are attached and check for ratings.

D. At least one of the three options under Instructional Methods must be taken. Again, check for write-ups and ratings.

E. At least one of the four options under Objective Referenced Measure must be taken. Check write-ups and ratings.

14. All Prescription Records must be submitted to CCSU before June 15th.

SECTION
SER-LARS User's Handbook

SUBJECT
NLRC/P Forms: Instructional Methods Record (E-3)

SUMMARY. Policy and procedures are outlined for use of the Methods Record.

POLICY STATEMENT. The SER-LARS Instructional Methods Record is designed to provide the SER-LARS user with a means by which to document instructional methods used in prescriptions for students receiving diagnostic/prescriptive services. Collecting, processing and disseminating of the methods by SER-LARS will provide others with a resource of instructional methods to draw upon in prescription development.

The information entered on this form should reflect methodology which is not explicit in the instructional material. However, the teacher alteration of methods found in instructional materials is valuable and should be documented. In addition, that information which reflects teacher developed methodology is also valuable and should be entered. The format of the form reflects SER-LARS definition of an instructional method, i.e., a list of student sequential tasks, implementer's tasks, and necessary media and materials.

This form must be completed when the Prescription Record indicates that a method write-up is attached (SEE NLRC/P Forms: Prescription Record).

TITLE	1. Give a precise and descriptive title to the instructional method.
AUTHOR(S)	2. Name(s) of person(s) who developed the instructional method and ID number, if NLRC/P personnel.
SOURCE	3. Enter the NLRC/P service unit when appropriate. Identify publisher or sponsoring agent of non-commercial source.
CONSIDERATIONS FROM AUTHOR	4. Enter any pertinent information which would aid a potential implementer of the instructional method.
SEQUENCE OF STUDENT TASKS	5. Narrate in sequential steps the tasks the student should perform as a result of the SEQUENCE OF INSTRUCTIONAL TASKS. These should each involve the learning of a minimal number of new skills.

SEQUENCE OF INSTRUCTIONAL TASKS

6. Narrate in sequential steps the procedure for an implementer to follow. Be specific, avoiding such general phrases as "reduce prompting".

MEDIA/MATERIALS

7. List those items used to aid instructional tasks. If the item involves complex construction, it should be reported in depth on another form (See NLRC/P Forms: Teacher Made Materials and Adaptations of Commercially Available Materials).

UNIT LEVEL EDITING

8. The following items should be checked off before submission to CCSU.

   A. Author
   B. Source
   C. Sequence of student tasks. These should be checked for logical progression.
   D. Sequence of instructional tasks. These should be checked for clarity of direction.
   E. Must be attached to a Prescription Record.

9. In the case of any changes, either revise the item and submit to CCSU (Include a note that the document was edited) or return the document to the author.

10. Submit all Instructional Methods Records to CCSU by June 15th.

NLRC/P INSTRUCTIONAL METHODS RECORD

TITLE: TEACHING TO WRITE BY TRACING

AUTHOR(S): L. Zentner ID# 59

SOURCE (IF APPLICABLE): Suburban Unit

CONSIDERATIONS FROM AUTHOR:

(e.g. prerequisite skills necessary for student to implement, potential side effects, etc.)

SEQUENCE OF STUDENT TASKS	SEQUENCE OF INSTRUCTIONAL TASKS	MEDIA/MATERIALS
Traces name in tray of wet sand. Writes name in sand independently. Paints over glue name. Paints over name independently. Uses fingerpainting to copy name or other words he is learning.	Print the student's name in a tray of wet sand. Prompt student to trace this and reduce his own by first holding his hand and then his elbow. Use clay and follow the same procedure. Use glue and make the student's name. When it is dry, have him paint it, trace it with his fingers, and reproduce his own. Let student use fingerpaint to copy his name and other words he is learning to write.	Tray of wet sand Clay All purpose glue Fingerpaint

FOR CCSU USE: AC_____ ED_____

MA_____

_____ MN: _____ KEY: _____

NLRC/P FORM A-4 - 7/74 - (side 2)

SECTION
SER-LARS User's Handbook

SUBJECT
NLRC/P FORMS: Record of Teacher-Made Materials and Adaptations of Commercially Available Materials (D-3)

SUMMARY. Policy and procedures are outlined for the use of the Record of Teacher-Made Materials and Adaptations of Commercially Available Material.

POLICY STATEMENT. This NLRC/P form has been designed to aid project personnel in documentation of implemented prescriptions so that a collection of teacher-made materials may serve as a resource to others. The decision of whether to enter a material on this form should hinge upon the question: Does this specific material have a unique quality which others could use or incorporate into their programs?

TYPE OF MATERIAL

1. TEACHER-MADE MATERIAL: If the material used in the prescription was constructed using various items containing inherent instructional content such as flash card, etc., check the teacher-made material box.

2. ADAPTATION OF COMMERCIALLY AVAILABLE MATERIAL: If the media used in the prescription was a commercially available material changed from the original intent of the publisher to better fit the needs of a particular student, check the adaptation of commercially available material box.

3. ADAPTED FROM MATERIAL NUMBER: If the "Adaptation of Commercially Available Material" box is checked, the SER-LARS material number can be written in the boxes.

   If the commercially available material cannot be located in SER-LARS Instructional Materials Files (See SER-LARS Reports: Instructional Material Information), that space is left blank and will be processed when the form reaches CCSU.

MATERIAL INFORMATION

4. TITLE: A title given to a teacher-made material should be precise as well as descriptive. The title of an adaptation of a commercially available material should be the title as it appears on the box lid, title page, etc.

SECTION	SUBJECT
SER-LARS User's Handbook	NLRC/P Forms: Record of Teacher-Made Materials and Adaptations of Commercially Available Materials

MATERIAL INFORMATION (Continued)	5. SOURCE: Should indicate which NLRC/P service or the publication in which the material was found such as magazine title, report title or curriculum guide title.
	6. FORMAT: See FORMAT in Appendix G for various formats and definitions. If none are applicable, create one.
	7. AUTHORS: Name(s) of person(s) who created the material and ID number if NLRC/P personnel.
CONSTRUCTION MATERIALS	8. List all components necessary to construct the material. Use any pertinent information which would be helpful to a potential user of the material.
DESCRIPTION OF CONSTRUCTION OR ADAPTATION	9. Write a step-by-step procedure of how to construct the material, being cautious not to omit any necessary steps. Describe the modification of the material (May include construction or simply adding a piece of material).
DIRECTIONS FOR USE	10. Write a step-by-step narrative of how the material was used. It could include other suggestions for use or references to other sources for information.
UNIT LEVEL EDITING	11. The following items should be checked before submission to CCSU: A. Source B. Author C. Materials D. Description E. Directions The unit level editor may wish to add additional "considerations".

NLRC/P

(see reverse also)

[X] TEACHER MADE MATERIAL

[ ] ADAPTATION OF COMMERCIALLY AVAILABLE MATERIAL

ADAPTED FROM MATERIAL NUMBER: [ ][ ][ ][ ][ ]

TITLE: Shoe Board

SOURCE: CCSU AUTHOR(S): S. Mitchell #26

FORMAT: Manipulative Material

CONSTRUCTION MATERIALS:

Old large size tie shoe, 1' board, 4 nails, hammer, spray paint

CONSIDERATIONS FROM AUTHOR(S): (e.g., cautions)

Paint on board helps prevent splinters. Check shoelace for durability

DESCRIPTION OF CONSTRUCTION or ADAPTATION:

Spray board and shoe. Let dry. Nail securely to center of board with nails through toe and 2 nails in heel.

DIRECTIONS FOR USE:

1. Describe how shoes are laced.
2. Demonstrate lacing of shoe
3. Watch as student laces
4. Demonstrate tying
5. Watch as student ties
6. Allow for practice and praise success

FOR CCPL USE: AC_____ ED_____

MA_____

_____ MN: _____ KEY: _____

NLRC/P FORM D-3 - 7/74

SECTION
SER-LARS User's Handbook

SUBJECT
NLRC/P Forms: Test/Task Procedures Record

SUMMARY. Directions are detailed for documenting new test/task procedures.

POLICY STATEMENT. NLRC/P Test/Task procedures (NLRC/P Form C-3) is designed to provide system users with a consistant format for submitting test/tasks to the diagnostic-prescriptive data bank. Collection of the tests/tasks provide SER-LARS with resource information to supply users in need of objective referenced measures in prescription development. The primary emphasis must be on procedures for assessing objectives, not on the test items.

TYPE OF TEST/TASK

1. Test/Task procedures can be submitted for teacher-written measures or for adaptations of existing test/task procedures from the SER-LARS files. A teacher-written measure is indicated by a check in the appropriate box; an adaptation is indicated by a check in the other box and the five-digit identification number from which the test/task was adapted.

LEARNING OBJECTIVE NUMBER

2. Report the identification number of the learning objective which the test/task is designed to measure.

TITLE, AUTHOR, SOURCE

3. State a brief but descriptive title for the test/task.

4. Identify the author of the test/task by first initial and last name.

5. Identify the source as the NLRC/P service unit, the publisher or the sponsering agent of commercial or non-commercial material.

DIRECTIONS FOR ADMINISTRATION

6. Specify directions given to student, materials needed, timing, cueing and any other conditions which will standardize the administration of the test/task.

SECTION
SER-LARS User's Handbook

SUBJECT
NLRC/P Forms: Test/Task Procedures Record (C-3)

DESCRIPTION OF TEST/TASK AND/OR SAMPLE ITEMS

7. Include a detailed description of the test/task and/or include sample items. This must clearly specify what the student is required to do.

DIRECTIONS FOR SCORING

8. Include scoring procedures, e.g., should the number wrong or the number right be recorded? Is time a consideration? Should scoring take place during or after administration?

UNIT LEVEL EDITING

9. The following items are essential and should be checked before submission to CCSU:

   A. Author
   B. An entry in each of the boxes for directions or descriptions.
   C. Must be attached to a prescription record.

10. Submit all Test/Task records to CCSU by June 15th.

NLRC/P TEST/TASK PROCEDURES RECORD

(see reverse also)

[X] TEACHER WRITTEN TEST/TASK

[ ] ADAPTATION OF EXISTING TEST/TASK PROCEDURES

ADAPTED FROM TEST/TASK NUMBER: [ ][ ][ ][ ][ ]

LEARNING OBJECTIVE NUMBER: [0][6][0][4][9]

TITLE: Evaluating balance on a variety of surfaces

AUTHOR: G. Wilson SOURCE *(IF APPLICABLE)*: Ruban Unit

DIRECTIONS FOR ADMINISTRATION:

1. Prepare room before arrival of student, with four test stations, tile flooring, shag carpet, foam pad or mattress, grill work with 2" squares.
2. A stopwatch will be needed.

DESCRIPTION OF TEST/TASK *and/or* SAMPLE ITEMS:

1. Support student on each of the surfaces.
2. On the command, "Stand there as long as you can", release support.
3. Catch student if he falls or terminate trial after 10 seconds.
4. Give student 10 trials on each surface.

COPY ATTACHED: [ ]

DIRECTIONS FOR SCORING:

1. Record the number of trials for each surface the student was able to maintain balance for more than 10 seconds.
2. Record the time for each trial under 10 seconds.

FOR CCSU USE: AC_____ ED_____

MN: _____ KEY: _____

NLRC/P FORM C-3 - 7/74

SECTION
SER-LARS Handbook

SUBJECT
NLRC/P Forms: Termination or Change of Student Record

SUMMARY. Policy and procedures are outlined for use of the NLRC/P Termination or Change of Student Record form.

POLICY STATEMENT. The NLRC/P Termination or Change of Student Record form is completed in order to (1) discontinue active maintenance of records on a student, or (2) make changes on the student record in the case of an error or in the case of a major change in the student's situation. (e.g. change of school). This form is the only acceptable way to modify the student record. If a student has been receiving NLRC/P services, but will be unavailable for post testing (Level 2), a termination record should be submitted with the box #1 checked. This should not be submitted until all Prescription Records for this student have been received at CCSU. (See NLRC/P Forms: Prescription Record).

IDENTIFICATION

1. DATE - Date the form is completed.

2. STUDENT NAME - Give student's name as was submitted on Initial Referral.

3. STUDENT ID # - Record the student's four digit ID number.

4. SCHOOL - Identify the school in which student is receiving service.

5. IU # - List the 2 digit number of the IU in which the school is located.

6. NLRC/P UNIT # - Circle the correct unit.

7. NAME OF STAFF MEMBER COMPLETING THIS FORM.

CHANGE

8. PLEASE CHANGE STUDENT'S RECORD AS INDICATED - Check the box which indicates the reason for submitting the form.
   A. A check in box # 1 indicates that the student will not be post-tested and no more Prescription Records will be submitted.

   B. A check in box # 2 indicates that information submitted on an earlier form should be changed. This is necessary to correct errors or to add missing information.

NLRC/P TERMINATION OR CHANGE OF STUDENT RECORD

DATE: 10 (Month) 15 (Day) 74 (Year)

STUDENT NAME: Willie Jo Kjecklevik STUDENT ID#: 0602

SCHOOL: Lincoln AGE: 30

NLRC/P UNIT#: URBAN [01] SUBURBAN [02] MIDDLE URBAN [03] RURAL [04] WESTERN [95]

NAME OF STAFF MEMBER COMPLETING THIS FORM: G. Wilson

PLEASE CHANGE THE STUDENT'S RECORD AS INDICATED:

[ ] 1. FURTHER DIAGNOSTIC-PRESCRIPTIVE INFORMATION IS NOT BEING RECORDED FOR THE ABOVE STUDENT. PLEASE TERMINATE.

[X] 2. THE INFORMATION SUBMITTED ON THE FOLLOWING FORM(S) SHOULD BE CHANGED:

		FROM	TO
INITIAL REFERRAL	[X]	Birthdate	
		08/04/74	08/04/61
TEST SCORE RECORD	[ ]		
PRESCRIPTION RECORD	[ ]		
STUDENT RECORD	[ ]		

INFORMATION BELOW THIS LINE WILL BE COMPLETED BY NLRC/P STAFF

CHANGE:

CCSU STAFF MEMBER COMPLETING THIS FORM:

NLRC/P FORM A-5 - 7/74

APPENDIX A

NLRC/P Forms

Personnel Demographic Record

SECTION
SER-LARS User's Handbook

SUBJECT
NLRC/P Forms: Personnel Demographic Record

SUMMARY. Procedures for completing the NLRC/P Personnel Demographic Record form are detailed.

POLICY STATEMENT. The information provided by this form is used to maintain internal records and to generate personnel reports when needed. The data are crossed-indexed to the Personnel Record information for reporting to BEH. This form is updated once each year.

NAME	1. Fill in your last and first name and middle initial in the space provided (please print.)
DATE	2. Place the month, day and year you are filling out the form in the spaces provided.
UNIT	3. Circle the appropriate unit.
BIRTHDATE	4. Fill in the number of the month, day and year in which you were born. Ex: December 2, 1940 = 12/02/40.
SEX	5. Check the appropriate box.
SOCIAL SECURITY NUMBER	6. Place your nine-digit number in the space provided. Ex: 175 - 40 - 5922.
POSITION	7. Fill in your job title, such as Aide, Resource Teacher, Coordinator, etc.
HOME ADDRESS	8. List your home address, including zip code.
HOME PHONE	9. List your area code and phone number, converting any letters to their numerical equivalent.
HIGHEST DEGREE EARNED	10. Circle the highest degree attained. If you are enrolled in a degree program, do not circle the degree unless you have actually received it.
DATE OF DEGREE	11. Specify the month and year you were awarded your latest degree.
MAJOR FOR HIGHEST DEGREE EARNED	12. Indicate the appropriate curricular area.

YEARS TEACHING EXPERIENCE	13. Place the number of years you have taught in public or private school in the proper space.
YEARS OTHER PROFESSIONAL EXPERIENCE	14. Place the number of years you have accumulated in other professional endeavors in the proper space.
CERTIFICATION	15. Areas: list the general areas in which you are certified to teach, also listing specific areas when applicable. (Ex: Special Education, EMR, Elementary, Grades 1-3, Reading)
	16. Date: list year you became certified to teach each area.
	17. State: list state in which you hold certification.
ETHNIC ORIGINS	18. Place a check in the appropriate box. If none of the alternatives is appropriate for you, specify in the blank after other.
PRINCIPAL WORK LOCATIONS	19. List the school name(s) or office where you can be contacted during work hours. List addresses where appropriate.
EMPLOYEE ID#	20. This is an internal NLRC/P ID number assigned by your coordinator. Its primary function is to enable data monitors and information file editors to identify you when they receive an incomplete form. This two-digit number will sometimes be preceded by the two-digit number assigned to each unit, 90-CCSU, 91-Urban, 92-Suburban, 93-Middle Urban, 94-Rural and 95-Western.
FUNDING SOURCE	21. Indicate which IU your paycheck is processed through each month.
SALARY	22. Indicate your yearly gross salary. This information is required for certain BEH reports and is kept strictly confidential.
MONTHS EMPLOYED PER YEAR	23. Indicate whether you are a 10 or 12 month employee. If you are

MONTHS EMPLOYED PER YEAR (Continued)

other, indicate how many months per year you do work and the amount of time per week.

STUDENT CODE RANGE

24. Most teachers are assigned a student code range with which to identify their students. Each student is assigned one number, which is used throughout each year to identify his forms, etc. (this is a four-digit number). Indicate the range of numbers from lowest to highest. If you are a master itinerant include ranges of all teachers with whom you work.

UNIT LEVEL EDITING

25. The following items must be provided and should be checked before submitting to CCSU:

A. Name
B. Unit
C. Social Security Number
D. Position
E. Employee ID#
F. Finding Source
G. Salary
H. Months employeed
I. Student code range (for teachers, aides, and master itinerants.)

26. Submit all Personnel Demographic Records before September 30th. Send updates as needed.

NLRC/P PERSONNEL DEMOGRAPHIC RECORD

(please print all information and check appropriate boxes)

NAME: RETAVIA (last) GRETA (first) R (middle initial) DATE: 9/5/74 (month-day-year)

NLRC/P UNIT#: (circle one) 90 CCSU 91 Urban 92 Suburban 93 Middle Urban 94 Rural 95 Western

BIRTHDATE: 6/2/50 (month-day-year) SEX: ☐ male ☒ female SOCIAL SECURITY#: 397-38-9008

POSITION: Master Itinerant HOME ADDRESS: 62 N. 2ND RAPID CITY, PA. 16

HOME PHONE: 717-629-3824 *(include area code, please convert letters to numbers.)*

HIGHEST DEGREE EARNED: (circle one) 0 None 1 H.S. 2 Assoc. 3 B.A. 4 B.S. 5 M.A. 6 M.Ed. 7 M.S. 8 Ed.D. 9 Ph.D.

DATE OF DEGREE: 6/73 (month-year) MAJOR FOR HIGHEST DEGREE EARNED: SPECIAL EDUCATION

YEARS TEACHING EXPERIENCE: 2 YEARS OTHER PROFESSIONAL EXPERIENCE: 0

CERTIFICATION:

	AREAS	DATE	STATE
ELEMENTARY:	PRIMARY	7/73	P.A.
SECONDARY:			
SPECIAL EDUCATION:	EMR, ED	7/73	P.A.
OTHER:			

(In compliance with the 1964 Civil Rights act, NLRC/P must indicate the ethnic origin of its personnel.

☐ American Indian ☐ Black ☐ Oriental ☐ Spanish ☒ White OTHER: _____ (specify)

PRINCIPAL WORK LOCATIONS: *(school name(s) or office at which you may be contacted)*

NAME	LOCATION
GARRETT ELEMENTARY	RAPID CITY, PA.

EMPLOYEE ID#: 35 *(assigned by unit coordinator)* FUNDING SOURCE: 12 GROSS SALARY: $11,200

MONTHS EMPLOYED PER YEAR: ☐ 10 ☒ 12 OTHER: _____ (specify)

STUDENT CODE RANGE: FROM 3501 TO 3599

NLRC/P FORM F-1 - 7/74

APPENDIX B

NLRC/P Forms

Personnel Record

SECTION
SER-LARS User's Handbook

SUBJECT
NLRC/P Forms: Personnel Record

SUMMARY. Policies and procedures relating to the personnel record are outlined below.

POLICY STATEMENT. As required by the Bureau of Education for the Handicapped, the NLRC/P is responsible for accounting, by week, for the time of all personnel associated with the project. In addition to the time accounting, a number of statistics are required by the contract proposal. The personnel record has been designed to fulfill these needs. It is to be filled out by all NLRC/P personnel and is to be submitted to CCSU once per month. When the last work day of the month is not a Friday, still record that portion of the week as week 5, and record the remainder of the week as week 1 of the next month.

Time is to be recorded in hours and minutes. "Number of People Involved" does not include NLRC/P assigned personnel.

IDENTIFICATION
(Side 1)

1. Indicate date by month and year, name of person completing the form, person's title, school or location and check off unit.

I ACTIVITIES
(Side 1)

2. Activities are to be recorded as they are completed each week. In order for the number of activities reported to be non-redundant, it is essential that either the Master Itinerant Teacher or the Resource Room Teacher take the responsibility for documenting completed activities. All personnel will document time spent on activities regardless of whether or not those activities were completed.

   A. Testing and Evaluations Completed: Document the number of evaluations completed each week, i.e., number of students for whom all of levels one through four testing were completed. At the end of the year, when students are post-tested, they again will be recorded as a completed activity. Record time spent in initial testing (Level 1-4).

   B. Prescriptions Completed: Indicate the number of prescriptions for which the test/task was administered after completion of the prescription, i.e., record here the number of students who had completed

I ACTIVITIES
(Side 1) (Continued)

a prescription during this week. Report time spent preparing and implementing prescriptions (Levels 5-7).

C. Re-Evaluations Completed:
For any student for whom re-testing was necessary after initiation of a prescriptive program, document the number of re-evaluations completed, i.e., re-testing in levels 3, 4, and 5. NOTE: This does not include re-administration of the pre-post test/task which was part of the original prescription. Record time spent in re-testing (Levels 3-5).

D. Re-Programmings Completed:
After a re-diagnosis, if a prescription is revised on the basis of the re-diagnosis, document the number of "Re-Programmings" in this area. Record time spent developing and implementing prescriptions after a re-diagnosis.

E. Consultations:
Document in this area pupil conferences held with:

(1) Regular class teachers
(2) Special class teachers
(3) Support personnel, e.g., Psychologists, reading teachers, etc.
(4) Administrators and Supervisors
(5) Parents

For inservice or dissemination sessions see Item V.

When one is involved in a case conference with more than one of the above types of personnel, record that under 6, Combination.

Record in this area not only the number of conferences but the number of people involved in those conferences and time spent. Again, be certain only one NLRC/P staff member reports the consultation session but all report time, e.g., when the Master Itinerant Teacher and the Resource Room Teacher meet

I ACTIVITIES
(Side 1) (Continued)

once with two regular class teachers for 1/2 hour, record: 1, 2, 1-30.

If one person is involved in a number of consultations, he or she is recorded each time.

II NUMBER OF NEW PERSONNEL SERVED

3. In this area, document the number of personnel in the school district or IU who began receiving services during this week. "Receiving service" may be defined as direct involvement through referral, consultation, training or, in the case of administrators, coordination.

These are not to be cumulative numbers, i.e., the first few weeks of the school year may show a large number of personnel served. The succeeding weeks will most likely show minimal additions as service capacity is reached.

III GROUP PARENT MEETINGS HELD

4. Indicate the number of meetings held with groups of parents during this week. Do not record parent conferences relative to an individual student in this area. Be certain to add the number of parents to "Number of New Personnel Served".

IV NUMBER OF PUPILS FROM SELF-CONTAINED SPECIAL CLASSES RETURNED TO REGULAR CLASSES

5. Indicate the number of students receiving NLRC/P services who during this week change primary placement from self-contained special classes to regular classes with or without NLRC/P support.

IDENTIFICATION (Side 2)

6. Complete identification as per side 1.

V ACTIVITIES

7. Document in this area the occasions of technical assistance, demonstrations, training and/or dissemination for state and local education agencies.

A. Technical assistance and demonstrations include consultation, direct service and demonstrations of exemplary program implementations in actual special education locations.

V ACTIVITIES
(Continued)

B. Training and dissemination are occasions wherein a service is provided in order that the personnel served either obtain a new skill and/or extend their skills in a specific area (training) or personnel receive information through mailings, lectures, or audio visual programs which are not necessarily intended to improve their skills (dissemination).

C. State education agencies are the Department of Education and the Division of Special Education of the State of Pennsylvania. Local educational agencies are those which have been regionalized, i.e., I.U.'s and districts.

VI NUMBER OF NEW AGENCIES SERVED

8. Indicate the number of agencies which began to receive NLRC/P service during this week. Again, the first few weeks of the school year will reflect a large volume as new programs are initiated and the succeeding weeks will show fewer and fewer new agencies.

SUBMISSION OF FORM

9. This form should be sent to the unit coordinator before the tenth of the month following the month for which the data is recorded. Data are to be recorded starting September 1st.

UNIT LEVEL EDITING

10. The following items must be included:

A. Date
B. Name and Position of an ID#
C. Unit
D. Any items that are relevant

11. The form should be submitted to CCSU before the 15th of the following month.

NLRC/P PERSONNEL RECORD

DATE: SEPT (month) 1974 (year)

NAME: MARGE TOBIAS #23 POSITION: MASTER ITINERANT

SCHOOL OR LOCATION: GARRETT

NLRC/P UNIT (check one): URBAN 91 ☐ SUBURBAN 92 ☐ MIDDLE URBAN 93 ☒ RURAL 94 ☐ WESTERN 95 ☐ (other): _____

NOTE: Enter the "Number of Activities" completed each week.

However, record all "Time Spent" regardless of completion.

	WEEK 1			WEEK 2			WEEK 3			WEEK 4			WEEK 5		
	NUMBER OF ACTIVITIES	NUMBER OF PEOPLE INVOLVED	TIME SPENT HOUR(S)-MINUTES	NUMBER OF ACTIVITIES	NUMBER OF PEOPLE INVOLVED	TIME SPENT HOUR(S)-MINUTES	NUMBER OF ACTIVITIES	NUMBER OF PEOPLE INVOLVED	TIME SPENT HOUR(S)-MINUTES	NUMBER OF ACTIVITIES	NUMBER OF PEOPLE INVOLVED	TIME SPENT HOUR(S)-MINUTES	NUMBER OF ACTIVITIES	NUMBER OF PEOPLE INVOLVED	TIME SPENT HOUR(S)-MINUTES
I. ACTIVITIES															
A. Testing & Evaluations Completed (Levels 1-4 and/or 7)	0		6-50	12		5-45	4		10-10	1		3-15	0		1-30
B. Prescriptions completed (Levels 5-7)				2		8-10	8		9-0	15		3-0	15		5-0
C. Re-Evaluations Completed (Re-testing in levels 1, 5 or 6)										2		9-45	1		4-05
D. Re-Programmings Completed (Prescription Revisions - Level 6)										2		4-20			
E. Consultations About Pupils with:															
1. Regular Class Teachers	4	11	3-10	7	20	4-0	1	4	1-0				3	9	2-30
2. Special Class Teachers	1	2	1-0	1	2	1-0									
3. Support Personnel	1	2	2-15							1	3	1-0			
4. Administrators & Supervisors	1	4	2-15										1	12	5-0
5. Parents				2	2	2-0							3	6	1-30
6. Combination of above Personnel	3	16	7-30												
II. NUMBER OF NEW PERSONNEL SERVED															
A. Regular Class Teachers		20			2			3			1			0	
B. Special Class Teachers		3													
C. Support Personnel		1													
D. Administrators & Supervisors		1													
E. Parents		0			1			8			12			2	
III. GROUP PARENT MEETINGS HELD										1					
IV. NUMBER OF PUPILS FROM SELF-CONTAINED SPECIAL CLASSES RETURNED TO REGULAR CLASSES		0			0			0			0			0	

NLRC/P FORM F-2 - 7/74 - (side one)

(FOR CCSU USE ONLY) MN: _____ KEY: _____

APPENDIX C

Procedures and Costs in Obtaining
SER-LARS Forms and Reports

SECTION	SUBJECT
SER-LARS User's Handbook	Procedures and costs in Obtaining SER-LARS Forms and Reports

SUMMARY. The procedures and costs in obtaining SER-LARS forms and reports are outlined.

POLICY STATEMENT. The vast amount of dissemination required by a system like SER-LARS cannot be supported by federal money alone. In fact, the current level of funding does not support even the staff required to process the incoming data. For this reason, the project must ask system users to pay for the printing of the documents as they are requested.

For the present, no charges are made for forms or the SER-LARS User's Handbook. There are, however, charges made for all resource documents. This involves the expense of binders, paper, computer costs and printing machine and operator time. Reports will be made available with and without binders in order to reduce costs. Funds collected are used to replenish inventories, purchase computer time, etc.

Requests for reports must be accompanied by a purchase order. In addition, all requests (forms, handbook and reports) should be accompanied by a SER-LARS order form. Costs are given as of September 1, 1974 and include the cost of binders where necessary. Reduce cost by the number of volumes times $2.00 if binders are not needed. New documents are projected in the areas of Learning Objectives (C-1b, C-2) and Instructional Materials (D-1a, D-1b, D-1c) in the very near future. In the interim, users will receive the 1973-74 versions at the costs indicated and the new documents will be sent out without additional cost.

Requests originating within Pennsylvania will be processed upon approval of the NLRC/P service unit coordinator responsible for the region from which the request originated.

WHO	ACTION
NLRC/P SERVICE UNIT STAFF	1. Make initial contacts through inservices, conventions and other dissemination modes.
POTENTIAL USER	2. Review SER-LARS documents and determine need.
	3. Contact IU administration to request documents and to obtain approval.
IU ADMINISTRATION	4. Submit Purchase Order and SER-LARS order form to CCSU.
CCSU STAFF	5. Contact NLRC/P service unit to determine availability for training and monitoring.

SECTION
SER-LARD User's Handbook

SUBJECT
Procedures and Costs in Obtaining SER-LARS Forms and Reports

WHO	ACTION
CCSU STAFF (Continued)	6. Contact requester and explain availability of services.
	7. Process purchase order, add mailing costs, and ship order with invoice.
IU ADMINISTRATION	8. Process invoice and make payment to NLRC/P, 443 s. Gulph Road, King of Prussia, 19406. Include purchase order and invoice numbers on check.
POTENTIAL USER	9. Receive training in the use of reports and forms.
USER	10. Use reports and submit prescriptive information to SER-LARS.

SER-LARS COSTS & ORDER FORM

(Pennsylvania)

Send orders to: SER-LARS
One Progress Plaza
Harrisburg, Pa. 17109

(Orders must be accompanied by Purchase Order)
Prices quoted do not include shipping costs.

ITEM	TITLE	#VOLUMES	COST	#ORDERED
Handbook	SER-LARS User's Handbook	N.A.	N.C.	
	FORMS			
Form A-1	Initial Referrals	N.A.	N.C.	
Form A-2	Test Score Records	N.A.	N.C.	
Form A-3	Student Records	N.A.	N.C.	
Form A-4	Prescription Records	N.A.	N.C.	
Form E-3	Instructional Methods Records	N.A.	N.C.	
Form D-3	Record of Teacher-Made Materials and Adaptations of Commercially Available Materials	N.A.	N.C.	
Form C-3	Test/Task Procedures Record	N.A.	N.C.	
	REPORTS			
Report A-2	Student Program History	*	N.C.	
Report B	Test Information	1	$ 5.00	
Report C-1b	Objectives by Content Area	**	$ 20.00	
Report C-2	Objective History	**	$ 30.00	
Report C-3	Objective Referenced Measures	1	$ 5.00	
Report D-1a	Instructional Materials by Number	2	$ 20.00	
Report D-1b	Instructional Materials by Title	2	$ 20.00	
Report D-1c	Instructional Materials by Publisher	2	$ 20.00	
Report D-3	Instructional Materials: Teacher-Made and Commercially Adapted	1	$ 10.00	
Report E-3	Instructional Methods	3	$ 30.00	
Report Combination	A-2, B, C-2, C-3, D-1a, D-1c, D-3 and E-3	**	$ 100.00	
		TOTAL	$.	#

* Only 1 or 2 pages per student

** Number of volumes not yet determined. New versions will be distributed with binders, old versions will be distributed without binders.

APPENDIX D

Procedures for Requesting SER-LARS Retrievals

SECTION
SER-LARS User's Handbook

SUBJECT
Procedures for Requesting SER-LARS Retrievals

SUMMARY. Policy and procedures for requesting resource information through CCSU are detailed.

POLICY STATEMENT. CCSU offers resource information to NLRC/P personnel, such as: most recent additions to methods and objectives files, material analyses, publisher's addresses, material prices and agency addresses. In addition, there are personnel available via phone to assist in using standard reports and forms.

In summary, the available information consists of:

A. Most current objectives and methods: Phone or written requests can be made, stating identifying information as well as a specific statement of request using the most specific description of the area of concern, such as: objectives and methods for phonics, long vowels. (See Descriptors and Descriptor Definitions)

B. Material Analyses:
   1. Title(s) known: Phone or written requests for analyses can be made as long as the requester is identified and the titles of the materials are given for which analyses are requested.

   2. Programming Problem: Phone or written requests can be made. Again, identifying information for the requester and student is required as well as the specific subject area with which the materials should be concerned.

C. Publisher's Addresses/Prices/Ordering Information: If a catalog is needed and can't be located through local or regional facilities, CCSU has an extensive address list of publishers as well as catalogs containing ordering information and prices.

For the most part, the requester will be required to identify an individual type of student for which the information is requested. Each request must be related to the diagnostic-prescriptive model. If a request is made with incomplete student or diagnostic information, the requester may be asked to go back for more complete data. CCSU should be used as a primary source for this type of information. For information on publishers, etc., the State Special Education Regional Resource Centers should be used as a primary source.

SECTION
SER-LARS User's Handbook

SUBJECT
Procedures for Requesting SER-LARS Retrievals

REQUEST INFORMATION NEEDED

1. Requester identifying information:

   A. Name of requester
   B. School/Agency (with which the requester is associated)
   C. Immediate supervisor of requester
   D. Position of requester
   E. County/IU in which the requester is employed
   F. Address to which the requester wishes the search to be sent
   G. Telephone number at which the requester may be reached to clarify request if necessary.

2. Request Information:

   A. Statement of Request: State as specifically as possible the area of the request. Ex: objectives and methods/materials concerning specific recall aspect of comprehension (See form which follows this subject).

   B. Purpose of Request: State as specifically as possible how the information will be used. CCSU's policy requires that information deal with a handicapped student.

3. Student identifying information (if applicable):

   A. Chronological age
   B. Mental age
   C. IQ, if available
   D. Type of handicap
   E. Placement
   F. General area of concern (as math, reading)
   G. Academic skill in general area
   H. Specific skill deficits in curricular area of concern

SECTION	SUBJECT
SER-LARS User's Handbook	Procedures for Requesting SER-LARS Retrievals

REQUEST INFORMATION NEEDED (Continued)

I. Processing characteristics:
   (a) INPUT - visual, auditory, kinesthetic
   (b) OUTPUT - visual, written, motor
   (c) INTERACTION - situations: independent, one-to-one (student to teacher), small group, large group

J. Learning objectives that have been tried with the student and the achievement level on each

PROCEDURES

4. If need is immediate, call CCSU WATS number (1-800-232-0361) with the above information.

5. If the need is not immediate, complete the request form which follows and mail to SER-LARS, One Progress Plaza, Harrisburg, Pennsylvania 17109

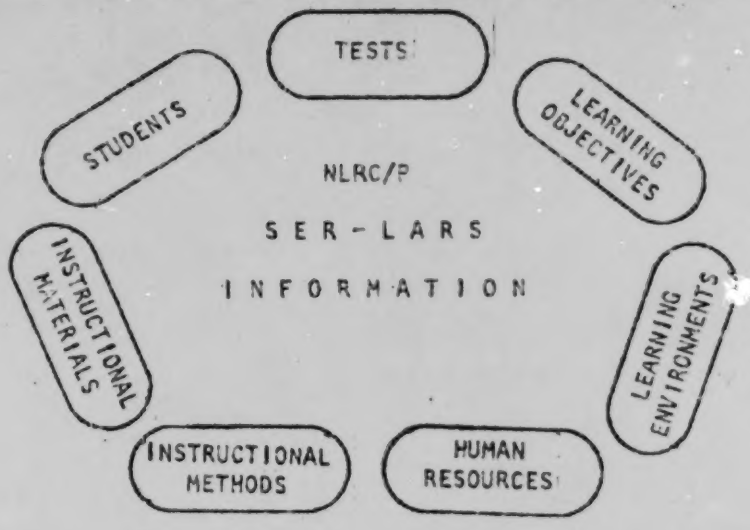
CALL:

TOLL FREE NUMBER:

1-800-232-0361
(In Pennsylvania)

or

1-717-545-5552



OR

MAIL TO:

SER-LARS
One Progress Plaza
Harrisburg, Pa.
17109

Most of the information in the Special Education Resources - Location, Analysis and Retrieval System (SER-LARs) is available to any teacher who is having a specific educational programming problem with a handicapped student. To make a request, either call 1-800-232-0361 (toll free in Pa.) and ask for a SER-LARS operator or mail the form.

You may expect to be asked questions according to the outline below, and since some areas are more important than others in individual cases, you may also be asked to set priorities for each.

When an area is identified for which you have no answer, the SER-LARS operator may then supply resource information which will help you find an answer.

A. Identification
1. Name _____ 2. Address _____
3. Phone Number _____
4. Position _____ 5. Agency _____
6. Immediate Supervisor _____

B. Student
1. Age _____ 2. Developmental Age _____ 3. Handicap(s): _____
4. Academic level(s) of skill _____
5. Curricular area of concern _____
6. Student's current level of skill in that area _____
7. Specific skill deficits in the curricular area _____
8. Processing characteristics, i.e. input-output, group size needed, reinforcements:
9. Other: _____

C. Learning Objectives and Test/tasks
1. Learning Objectives _____
2. Objective Referenced Measures _____

D. Prescription: Materials/Methods/Implementer/Environment
1. Implementer _____
2. Environment _____
3. Materials _____
4. Methods _____

APPENDIX E

Procedures for Requesting PRISE Retrievals

SECTION
SER-LARS User's Handbook

SUBJECT
Procedures for Requesting PRISE Retrievals

SUMMARY. Procedures for requesting a PRISE search are outlined.

POLICY STATEMENT. PRISE (Pennsylvania Resources and Information Center for Special Education) is a service organization established to search literature, create bibliographies and provide information to teachers in special education. NLRC/P requests that any search request made by NLRC/P personnel be channeled through CCSU. This procedure verifies for PRISE that the requester is a teacher in special education and allows for clarification of requests before they are submitted to PRISE.

INFORMATION NEEDED

1. Identifying Information About Requester:
   The following information is necessary for requesting a PRISE search:
   - A. Name of requester
   - B. School agency with which requester is associated
   - C. Immediate supervisor
   - D. Position of requester - teacher, etc.
   - E. County/IU No. within which the requester is employed
   - F. Address to which the requester wishes the search to be sent
   - G. Telephone number at which the requester may be reached to clarify request, etc.

2. Identifying Information About Requested Search:
   - A. Statement of Request - state a specific request, defining any items having special meaning within context. Give a detailed description of what the subject of the search will be. Ex: Language programs for trainable retarded children using NSST (Northwestern Syntax Screening Test). Sentence Imitation and Peabody Pictures Vocabulary Test.
   - B. Purpose of Request - state as

INFORMATION NEEDED (Continued)

specifically as possible how the information will be used after it is received. Ex. "to develop a program to be used with trainable children."

3. Identifying information about the Population of the Search:
   A. Specific Areas of Exceptionality - a brief statement of the exceptionality of the child or small group. Ex: trainable retarded.
   B. Chronological age(s)
   C. Mental age(s)
   D. Restrictions - If not implicit elsewhere, a brief statement of considerations not previously stated would be appropriate.

PROCEDURES

1. Call CCSU: Be ready with identifying information needed as stated above.
2. CCSU Actions: CCSU personnel will document necessary information and forward the request to the SMILE center.
3. PRISE Actions: PRISE processing may include a phone call to the requester to clarify the statement of request if necessary.
4. Receive Request: The completed request is sent directly from PRISE to the requester. CCSU would like to keep a record of turn-around time between request and receipt, therefore, a call to the CCSU would be appreciated.

APPENDIX F

Procedures for Pre-Prescriptive Material Inventories

SECTION
SER-LARS User's Handbook

SUBJECT
Procedures for Pre-Prescriptive Material Inventories

SUMMARY. General procedures are outlined for implementing an inventory of classroom materials before the beginning of the academic year.

POLICY STATEMENT. The SER-LARS user will often need to identify the SER-LARS number, title, publisher, etc., of materials located in their school during implementation of prescriptions. Locating the SER-LARS number for every material used during the school year is a time-consuming task. By making an inventory of material at the beginning of the school year, SER-LARS numbers could be attached directly to the material, usually on a piece of tape, thus reducing the times items had to be located in the Materials File (See SER-LARS Reports: Instructional Material Information) during the school year. Since this type of inventory is often required by the local educational agency, a single inventory may serve both purposes.

PREPARE FOR INVENTORY:

1. Before beginning the actual inventory, the processor must have access to the following items for an efficient inventory process:

   A. Masking Tape or other tape to be placed on the material.

   B. Indelible markers for writing SER-LARS numbers on the tape.

   C. SER-LARS Report D-1c Instructional Materials by Publisher is used to locate SER-LARS numbers (See SER-LARS Reports: Instructional Material Information).

   D. NLRC/P Form XI - "New Materials Record" and directions for filling out Form XI - to be used for reporting materials which do not have SER-LARS numbers. (Any available publisher catalogs would also be helpful during the inventory. CCSU will provide users with forms and directions upon request).

2. Separate instructional materials in the room into sections to facilitate the inventory.

3. Establish a definite work pattern, e.g., top to bottom of closest shelf or left to right of the shelf.

OBTAIN MATERIAL

4. Obtain the actual instructional material and use that item for making the decisions below. When initiating the inventory, secondary sources of the materials should not be used, e.g., do not use purchase orders, shelf lists or old inventory lists, etc.

SUBDIVIDE MATERIAL

5. The subdivision of instruction material relevant to series and instructional materials kits may be clarified by using four criteria:

   A. First, any component of a kit or series that has student-oriented instructional content (e.g. filmstrip or cassette) must be inventoried. The entire kit does not receive a SER-LARS number when the form reaches the SER-LARS editor because only student-usable parts of the kit receive numbers.
   For example, the Checkered Flag Audio Visual Kit B contains sixteen different student use materials, each having a SER-LARS number.
   Kits or series may presently be included in the instructional material report as one SER-LARS number; however, when later completing prescription forms it will be necessary to report the actual material items of the kit used in the prescription.

   A teacher guide is an item that does not receive a number because it is teacher-centered not student-centered.

   Also, a Student Record Booklet (used in various SRA kits) used only for the recording of answers does not receive a SER-LARS number because it does not contain any instructional content independent of the other components of the kit.

SUBDIVIDE MATERIAL (Continued)

A Standard Workbook, however, does contain instructional content and does receive a SER-LARS number.

B. The second criterion to use in deciding whether or not an item should be subdivided is the number of learning objectives it teaches. If the item has several parts, each of which may be used to teach different learning objectives as listed by the publisher, then each item should be inventoried. If the item's parts all teach the same objective as listed by the Publisher, then the total may be inventoried.

C. The third consideration in subdividing a kit or series is simply whether the item can be physically removed from the total kit i.e. is not attached to something else.

D. When subdividing a kit or series, a subdivision is used to logically identify a specific component within the kit or series e.g. Arithmetic Step by Step, Kit A; Addition is subdivided into Level I, II, or III whichever is being implemented in the prescription writing. In some cases these levels may contain several parts but use of (b) above will assist in deciding how much to subdivide.

FIND TITLE

6. Search for title in SER-LARS Report: Instructional Materials by Publisher (D-1c) Locate the publisher's name in the D-1c index, turn to the designated pages and locate the title of the part, (not the title of the whole kit) when seeking the SER-LARS number for the instructional material.

Presently, whole kits or series may only be assigned a SER-LARS number in report D-1c. However, to clarify prescriptive information, more concise reporting of actual materials used is desirable.

MATCH MATERIAL TO REPORT

7. Attempt to match all cues from the material to the report, i.e. Title, Author, Source, Format, etc:

   A. If the cues match, skip to instruction #8.

   B. If there is no match, the user may assume that SER-LARS does not contain that title. Fill out the "New Material Record" - Form X1 for each part which should receive a number. Put the completed form X1 into "TO GO" folder.

PLACE THE NUMBER ON THE MATERIAL

8. When the SER-LARS number is located in report D-1c, put it on tape and attach it to the item, or when a memo containing the newly assigned SER-LARS number is received, put the number on tape and attach it to the item.

9. The user may also wish to create their own inventory list and to place the SER-LARS number on it. (If, at some time the user would like an inventory printed by SER-LARS at cost, submit the list to SER-LARS and an inventory will be printed. The inventory list will not be maintained by SER-LARS however).

10. Return the item to the shelf and proceed to the next item.

Completion of the above steps facilitates the data recording process during the implementation of prescriptions by assuring an accession number for each material at the user's location.

APPENDIX G

Format list and Definitions for Instructional Materials

FORMATS AND DEFINITIONS

Booklets -- Unbound paper containing a limited amount of paper.

Cards -- Materials in which exercises are on separate cards. The student completes the task on one before proceeding to next or responds to each card separately.

Charts (Posters) -- Materials presented visually summarizing concepts into concise units of presentation.

Color Keyed Materials -- Materials which use color as a means of teaching certain concepts.

Duplicating Masters (Dittos, Stencils) -- Pre-printed master copies of materials prepared for use on a duplicating machine.

Flannel Board Aid -- Material constructed with a backing which allows adherence to a flannel board.

Flash Cards -- Drill materials presented in card format.

Game -- Materials having specific rules for play which involve intellectual or physical activity.

Kit -- Set of material packaged together, usually contains material of various formats.

Learning Activity Packages -- Self-contained units of instruction prepared for use by the student.

Manipulative Materials -- Objects or materials requiring touching, handling, or moving in order to gain information or response.

Paperback Book -- softbound book.

Pictures -- Visual representations used for instruction.

Programmed Instruction -- Materials arranged for learning in a series of sequential steps with or without the use of hardware.

Puzzle -- Materials including crossword puzzles, games, part-whole relationships, and riddles.

Slide -- A mounted transparency, film or glass, intended for projection or viewing by transmitted light.

Tape -- Magnetic tapes on which sound is recorded.

Teaching Aid -- Device or material enhancing the teacher's presentation of a topic.

Textbook -- Hardback book designed to sequentially present concepts.

Transparency -- A clear plastic sheet on which information may be written and projected.

Workbook -- Practice books designed to provide additional practice in reinforcing mastery of skills.

Worksheet -- Individual consumable pages of exercises.

APPENDIX H

Descriptors and Descriptor Definitions

TABLE OF CONTENTS

	Page
Subject: Descriptors and Descriptor Definitions	H-1
Index	H-3
Computer Print-Out	*
Definitions	*

*These pages are not numbered. The code of the descriptor provides a way to find the terms.

SECTION
SER-LARS User's Handbook

SUBJECT
Descriptors and Description Definitions

SUMMARY. Policy and procedures are detailed for the use of descriptors in the coding and retrieval of documents within NLRC/P operations.

POLICY STATEMENT. The SER-LAR system is based upon four (4) types of information:

1. Identification Information
2. Analytic Information
3. Historical Information
4. Evaluative Information

In order to maintain consistency in all analytic information (#2) a common set of terms which describe content (descriptors) must be used. As tests, objectives, materials and methods are analyzed, the descriptors must be applied by technologists in order that users may retrieve these items.

These terms are currently used in the indices to the following reports:

1. Learning Objectives by Content Area (C-1b)
2. Learning Objectives History (C-2)
3. Instructional Materials: Teacher-Made and Commercially Adapted (D-3)
4. Instructional Methods (E-3)

There are plans to expand the test file to include such information. Also the total instructional material file could be indexed with these terms.

DESCRIPTION

This document contains a listing of all terms with definitions. This is preceded by an index and a computer listing of terms.

PURPOSE

The purpose of this document is to provide clarification of terms for users who are in doubt as to the definition of certain items. This document will be used in conjunction with the indices to the above mentioned reports.

PROCEDURES

1. If you are attempting to locate a term, review the descriptor index looking for possible areas in which your term may fall, e.g., Reading Phonics D2-00.

2. If you are looking for a definition only, go to step four.

3. If you are searching for a term, use the code to look for terms in the computer print-out, e.g., D2-14 Sound/Symbol Relationsh

PROCEDURES
(Continued)

4. Lock up definitions of the terms by using the code number.

5. Make decision on term and accomplish retrieval. If there are still problems, contact unit or CCSU personnel for assistance (See Procedures for Requesting SER-LARS retrievals).

INDEX TO MAJOR AREA AND MAJOR SKILL DESCRIPTORS

A0-00 Sensory/Perceptual/Cognitive
- A1-00 Auditory
- A2-00 Visual
- A3-00 Gustatory
- A4-00 Olefactory
- A5-00 Tactile
- A6-00 Higher level cognitive functions

B0-00 Affective
- B1-00 Self

D0-00 Reading
- D1-00 Readiness
- D2-00 Phonics
- D3-00 Comprehension
- D4-00 Structural Analysis
- D5-00 Vocabulary
- D6-00 Oral Reading
- D7-00 Literature
- D8-00 Programs

E0-00 Language Arts/Use
- E1-00 English Grammar and Composition
- E2-00 Handwriting
- E3-00 Spelling
- E4-00 Speech and Language Development
- E5-00 Study Skills

F0-00 Mathematics
- F1-00 Numeration
- F2-00 Addition
- F3-00 Subtraction
- F4-00 Multiplication
- F5-00 Division
- F6-00 Fractions/ Decimals/Perce
- F7-00 Money/Timer/ Measurement/ Geometry
- F8-00 Math - General

G0-00 Social Studies
- G1-00 Economics
- G2-00 Geography
- G3-00 History
- G4-00 Political Science
- G5-00 Psychological and Philosophy
- G6-00 Sociology and Anthropology

H0-00 Science
- H1-00 Earth Science
- H2-00 Life Science
- H3-00 Physical Science

I0-00 Coordination and Physical Education
- I1-00 Gross Motor
- I2-00 Fine Motor
- I3-00 Adaptive Physical Education
- I4-00 Recreation and Playground

J0-00 Self Care
- J1-00 Toileting
- J2-00 Feeding/Eating
- J3-00 Drinking
- J4-00 Grooming
- J5-00 Oral Hygiene
- J6-00 Nasal Hygiene
- J7-00 Clothing Care
- J8-00 Safety
- J9-00 Dressing/Undressing

K0-00 Prevocational/ Vocational
- K1-00 Prevocational
- K2-00 Vocational

L0-00 Fine Arts and Music
- L1-00 Fine Arts
- L2-00 Music

M0-00 Self Knowledge/Social Interaction
- M1-00 Self Knowledge
- M2-00 Social Interaction

(→ Teacher Methods will learn about this in Packet #10)

T0-00 Handicapped Related
- T1-00 Mental Retardation
- T2-00 Physically Oriented
- T3-00 Social-Emotional
- T4-00 Gifted
- T5-00 Multiply Handicapped
- T6-00 Assessment
- T7-00 Other
- T8-00 Activity Level

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A0-00 SENSORY/PERCEPTUAL/COGNITIVE

A1-00 AUDITORY
- A1-01 AUD. ACUITY
- A1-02 AUD. ATTENTION SPAN
- A1-03 AUD. CLOSURE
- A1-04 AUD. CONSTANCY
- A1-05 AUD. DEPTH PERCEPTION
- A1-06 AUD. DISCRIMINATION
- A1-07 AUD. FIGURE GROUND
- A1-08 AUD. IMAGERY
- A1-09 AUD. LOCALIZATION
- A1-10 AUD. MOTOR INTEGRATION
- A1-11 AUD. PERCEPTION
- A1-12 AUD. PITCH/VOLUME/TONE
- A1-13 AUD. SEQUENTIAL MEMORY
- A1-14 AUD. VISUAL INTEGRATION
- A1-15 AUD. VOCAL INTEGRATION

A2-00 VISUAL
- A2-01 VIS. ACUITY
- A2-02 VIS. ATTENTION SPAN
- A2-03 VIS. CLOSURE
- A2-04 VIS. CONSTANCY
- A2-05 VIS. DEPTH PERCEPTION
- A2-06 VIS. DISCRIMINATION
- A2-07 VIS. FIGURE GROUND
- A2-08 VIS. IMAGERY
- A2-09 VIS. MOTOR INTEGRATION
- A2-10 VIS. PERCEPTION
- A2-11 VIS. SEQUENTIAL MEMORY
- A2-12 VIS. TRACKING/PURSUIT/FIXATION

A3-00 GUSTATORY
- A3-01 GUST. ACUITY
- A3-02 GUST. CLOSURE
- A3-03 GUST. DISCRIMINATION
- A3-04 GUST. FIGURE GROUND
- A3-05 GUST. MATCHING
- A3-06 GUSTATORY (GENERAL TERM)
- A3-07 GUST. PERCEPTION
- A3-08 GUST. RANKING

A4-00 OLFACTORY
- A4-01 OLF. ACUITY
- A4-02 OLF. CLOSURE
- A4-03 OLF. DISCRIMINATION
- A4-04 OLF. FIGURE GROUND
- A4-05 OLF. MATCHING
- A4-06 OLF. SEQUENTIAL MEMORY

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A0-00 SENSORY/PERCEPTUAL/COGNITIVE (CONT.)
A4-00 OLFACTORY (CONT.)

A4-07 OLF. PERCEPTION
A4-08 OLF. RANKING

A5-00 TACTILE
A5-01 TACT. ACUITY
A5-02 TACT. CLOSURE
A5-03 TACT. DISCRIMINATION
A5-04 TACT. FIGURE GROUND
A5-05 TACT. MATCHING
A5-06 TACT. SEQUENTIAL MEMORY
A5-07 TACT. PERCEPTION
A5-08 TACT. RANKING

A6-00 HIGHER LEVEL COGNITIVE FUNCTIONS
A6-01 ABSTRACT REASONING
A6-02 APPLIED RELATIONSHIP
A6-03 COMPREHENSION/NON-READING
A6-04 CONVERGENT PRODUCTION
A6-05 DIVERGENT PRODUCTION
A6-06 EVALUATION
A6-07 PROBLEM SOLVING/NON-MATH
A6-08 TIME PERSPECTIVE
A6-09 CONCEPT MEMORY

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B0-00 AFFECTIVE

B1-00 SELF
- B1-01 AGGRESSION
- B1-02 ANXIETY/FEAR
- B1-03 ATTITUDES
- B1-04 CONFLICT
- B1-05 FEELINGS
- B1-06 FRUSTRATION
- B1-07 MOTIVATION
- B1-08 SELF CONCEPT
- B1-09 WITHDRAWN
- B1-10 SELF-CONFIDENCE

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D0-00 READING

D1-00 READINESS
- D1-01 READ. READINESS/ALPHABET
- D1-02 READ. READINESS/CLASSIFY, CATEGORIZE
- D1-03 READ. READINESS/COLOR CONCEPTS
- D1-04 READ. READINESS/COPY, TRACE
- D1-05 READ. READINESS/CUT, PASTE, POSITION
- D1-06 READ. READINESS/DESIGNS, PATTERNS
- D1-07 READ. READINESS/DIRECTIONALITY
- D1-08 READ. READINESS/DOT JOINING
- D1-09 READ. READINESS/EYE EXERCISE
- D1-10 READ. READINESS/LABEL, NAME
- D1-11 READ. READINESS/LATERALITY
- D1-12 READ. READINESS/LEFT TO RIGHT PROGRESSION
- D1-13 READ. READINESS/LIKENESS AND DIFFERENCE
- D1-14 READ. READINESS/MATCH
- D1-15 READ. READINESS/PART WHOLE RELATIONSHIP
- D1-16 READ. READINESS/READINESS SKILLS
- D1-17 READ. READINESS/RELATIONSHIP
- D1-18 READ. READINESS/RHYMES
- D1-19 READ. READINESS/SPATIAL ORIENTATION
- D1-20 READ. READINESS/LETTER RECOGNITION

D2-00 PHONICS
- D2-01 BLEND/FINAL
- D2-02 BLEND/INITIAL
- D2-03 CONSONANT/FINAL
- D2-04 CONSONANT/INITIAL
- D2-05 CONSONANT/MEDIAL
- D2-06 CONSONANT/VARIANT
- D2-07 DIGRAPH/CONSONANT
- D2-08 DIGRAPH/VOWEL
- D2-09 DIPTHONG
- D2-10 HARD/SOFT SOUND
- D2-11 PHONIC RULES
- D2-12 SILENT LETTERS
- D2-13 SOUND BLENDING
- D2-14 SOUND/SYMBOL RELATIONSHIP
- D2-15 VOWEL/INITIAL
- D2-16 VOWEL/DOUBLE
- D2-17 VOWEL/LONG
- D2-18 VOWEL/MEDIAL
- D2-19 VOWEL/SHORT
- D2-20 VOWEL/VARIANT
- D2-21 VOWEL/FINAL
- D2-22 VOWEL-VOWEL COMBINATIONS
- D2-23 VOWEL/CONSONANT IDENTIFICATION

D3-00 COMPREHENSION
- D3-01 READ. COMP./AUTHORIAL PURPOSE

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D0-00 READING (CONT.)
D3-00 COMPREHENSION (CONT.)

- D3-02 READ. COMP./CAUSE AND EFFECT
- D3-03 READ. COMP/ CHARACTER ASSESSMENT
- D3-04 READ. COMPREHENSION/SILENT READING
- D3-05 READ. COMP./CONTEXT CLUES
- D3-06 READ. COMP./CRITICAL READING/FACT VS. FICT.
- D3-07 READ. COMP./DRAW CONCLUSIONS, PREDICT OUTCOME
- D3-08 READ. COMP./FOLLOW DIRECTIONS
- D3-09 READ. COMP./INFERENCE, IMPLICATION
- D3-10 READ. COMP./INTERPRETATION
- D3-11 READ. COMP./LOCATE ANSWER/DETAIL
- D3-12 READ. COMP./MAIN IDEA/MAIN CHAR.
- D3-13 READ. COMP./MOOD, MOTIVE, EMOTIONS
- D3-14 READ. COMP./SEQUENCE OF EVENTS
- D3-15 READ. COMP./SKIMMING, SCANNING
- D3-16 READ. COMP./SPECIFIC RECALL

D4-00 STRUCTURAL ANALYSIS

- D4-01 STRUC. ANAL./ACCENT
- D4-02 STRUC. ANAL./COMPARATIVE
- D4-03 STRUC. ANAL./COMPOUND WORDS
- D4-04 STRUC. ANAL./CONTRACTIONS
- D4-05 STRUC. ANAL./PLURALS
- D4-06 STRUC. ANAL./POSSESSIVES
- D4-07 STRUC. ANAL./PREFIX
- D4-08 STRUC. ANAL./ROOT WORD
- D4-09 STRUC. ANAL./SUFFIX
- D4-10 STRUC. ANAL./SYLLABLES
- D4-11 STRUC. ANAL./WORD ENDINGS
- D4-12 STRUC. ANAL./PAST, PRESENT ENDINGS
- D4-13 STRUC. ANAL./ABBREVIATIONS
- D4-14 STRUC. ANAL./ACRONYMS
- D4-15 STRUC. ANAL./STRESS, ACCENT.

D5-00 VOCABULARY

- D5-01 VOCAB./ANALOGY
- D5-02 VOCAB./ANTONYM
- D5-03 VOCAB./COLOR WORDS
- D5-04 VOCAB./DESCRIPTIVE WORDS
- D5-05 VOCAB./FIGURATIVE LANG.
- D5-06 VOCAB./HOMONYM
- D5-07 VOCAB./IDIOM
- D5-08 VOCAB./MULT. USE WORD CONNOTATIONS
- D5-09 VOCAB./POSITION WORDS/ABSTRACT WORDS
- D5-10 PROTECTIVE VOCABULARY
- D5-11 SPECIALIZED WORDS
- D5-12 VOCAB./SYNONYM
- D5-13 VOCAB./SIGHT WORDS
- D5-14 VOCAB./WORD FAMILIES, PATTERNS

D0-00 READING (CONT.)
D5-00 VOCABULARY (CONT.)

- D5-15 VOCAB./WORD MEANINGS
- D5-16 VOCAB./WORD ORIGINS
- D5-17 VOCAB./WORD PICT. MATCH
- D5-18 VOCAB./NUMBER WORDS
- D5-19 HOMOGRAPH

D6-00 ORAL READING
- D6-01 ORAL READ./CADENCE
- D6-02 ORAL READ./COMPREHENSION
- D6-03 ORAL READ./FLUENCY
- D6-04 ORAL READ./INTONATION
- D6-05 ORAL READ./RATE

D7-00 LITERATURE
- D7-01 LIT./ADVENTURE
- D7-02 LIT./ANIMAL
- D7-03 LIT./ANTHOLOGY
- D7-04 LIT./BIOGRAPHY
- D7-05 LIT./CLASSICS
- D7-06 LIT./DRAMA
- D7-07 LIT./FAIRY TALES
- D7-08 LIT./FANTASY
- D7-09 LIT./FOLK TALES
- D7-10 LIT./FOREIGN THEME
- D7-11 LIT./FRONTIER PIONEER
- D7-12 LIT./HUMOR
- D7-13 LITERATURE (GENERAL TERM)
- D7-14 LIT./MYSTERY
- D7-15 LIT./MYTHOLOGY
- D7-16 LIT./NATURE
- D7-17 LIT./POETRY
- D7-18 LIT./RELIGION
- D7-19 LIT./RIDDLES
- D7-20 LIT./RURAL THEME
- D7-21 LIT./SCIENCE FICTION
- D7-22 LIT./SCIENCE RELATED
- D7-23 LIT./SOCIAL STUDIES RELATED
- D7-24 LIT./SPORTS
- D7-25 LIT./TRUE LIFE
- D7-26 LIT./URBAN THEME

D8-00 PROGRAMS
- D8-01 BEGINNING READING PROGRAMS
- D8-02 DEVELOPMENTAL READING PROGRAMS
- D8-03 EXPERIMENTAL, NEW ALPHABET, COMBINED PROGRAMS
- D8-04 HIGH INTEREST, LOW VOC. PROGRAMS
- D8-05 INDEPENDENT READING PROGRAMS

DO-00 READING (CONT.)
D8-00 PROGRAMS (CONT.)

D8-06 LANGUAGE ARTS CORRELATED PROGRAMS
D8-07 LINGUISTIC APPROACH PROGRAMS
D8-08 NON-ORAL READING PROGRAMS
D8-09 PHONEMIC ALPHABET PROGRAMS
D8-10 REMEDIAL READING PROGRAMS

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E0-00 LANGUAGE ARTS/USE

E1-00 ENGLISH GRAMMAR AND COMPOSITION
- E1-01 GRAM./ADJECTIVES, DETERMINERS
- E1-02 GRAM./ADVERB
- E1-03 GRAM./CAPITALIZATION
- E1-04 COMPOSITION
- E1-05 GRAM./CONJUNCTION, PREPOSITION, INTERJECTION
- E1-06 CREATIVE WRITING ACTIVITIES
- E1-07 DRAMATIZATION
- E1-08 GRAM./FIGURES OF SPEECH
- E1-09 GRAMMAR (GENERAL TERM)
- E1-10 GRAM./NOUN
- E1-11 COMP./ORGANIZATION
- E1-12 COMP./OUTLINING
- E1-13 COMP./PARAGRAPH DEVELOPMENT
- E1-14 GRAM./PARTS OF SPEECH
- E1-15 GRAM./PHRASE
- E1-16 GRAM./PREDICATE
- E1-17 GRAM./PRONOUN
- E1-18 GRAM./PUNCTUATION
- E1-19 GRAM./QUESTION
- E1-20 COMP./REPORTS
- E1-21 GRAM./SENTENCE TYPES
- E1-22 GRAM./SENTENCE STRUCTURE
- E1-23 GRAM./SUBJECT
- E1-24 GRAM./SUBJECT, VERB AGREEMENT
- E1-25 COMP./SUMMARY
- E1-26 GRAM./SYNTAX
- E1-27 GRAM./VERB

E2-00 HANDWRITING
- E2-01 HANDWRITING/UPPER CASE
- E2-02 CURSIVE HANDWRITING
- E2-03 LEFT HANDED WRITING
- E2-04 HANDWRITING/LETTER FORMATION
- E2-05 HANDWRITING/LOWER CASE
- E2-06 MANUSCRIPT HANDWRITING
- E2-07 HANDWRITING/SPACING
- E2-08 TRANSITION HANDWRITING

E3-00 SPELLING
- E3-01 PHONETIC SPELLING
- E3-02 SPELLING DEMONS
- E3-03 SPELLING PATTERNS
- E3-04 SPELLING RULES
- E3-05 SPELLING WORDS
- E3-06 FINGER SPELLING

E4-00 SPEECH AND LANGUAGE DEVELOPMENT

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E0-00 LANGUAGE ARTS/USE (CONT.)
E4-00 SPEECH AND LANGUAGE DEVELOPMENT (CONT.)

- E4-01 SPEECH/LANG.- BREATH CONTROL
- E4-02 SPEECH/LANG.- CHEW
- E4-03 SPEECH/LANG.- CLUTTER
- E4-04 SPEECH/LANG.- ECHOLALIA
- E4-05 EXPRESSIVE LANGUAGE
- E4-06 SPEECH/LANG.- LIP CONTROL
- E4-07 OTHER SPEECH THERAPY
- E4-08 RECEPTIVE LANGUAGE
- E4-09 SIGN LANGUAGE
- E4-10 SPEECH/LANG.- SALIVA CONTROL
- E4-11 SPEECH/LANG.- SOUND IMITATION
- E4-12 SOUNDMAKING/ARTICULATION
- E4-13 SOUND SUBSTITUTION
- E4-14 SPEECH/LANG.- STUTTERING
- E4-15 SPEECH/LANG.- TEETH CONTROL
- E4-16 SPEECH/LANG.- TONGUE CONTROL
- E4-17 SPEECH/LANG.- TONE OF VOICE

E5-00 STUDY SKILLS

- E5-01 STUDY SKILLS/ALPHABETIZE
- E5-02 STUDY SKILLS/DICTIONARY
- E5-03 LIBRARY SKILLS
- E5-04 MAP READING
- E5-05 NOTE TAKING
- E5-06 REFERENCE SKILLS
- E5-07 STUDY SKILLS/WORD HABITS

NRRC/P NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

F0-00 MATHEMATICS

F1-00 NUMERATION
- F1-01 ABACUS
- F1-02 BASE NUMBER SYSTEMS
- F1-03 COUNTING/CARDINAL
- F1-04 EXPANDED NOTATION
- F1-05 INEQUALITIES
- F1-06 NUMBERS/MATCHING, WRITING, CONCEPT.
- F1-07 NUMBER LINE
- F1-08 NUMERAL RECOGNITION
- F1-09 NUMBER SEQUENCE
- F1-10 NUMBER WORDS
- F1-11 ONE TO ONE RELATIONSHIP
- F1-12 ORDINAL CONCEPTS
- F1-13 PLACE VALUE
- F1-14 ROMAN, OTHER NUMERALS
- F1-15 ROUNDING OFF
- F1-16 SETS
- F1-17 SYMBOLS/MATH
- F1-18 NEGATIVE NUMBERS
- F1-19 ODD/EVEN IDENTIFICATION
- F1-20 PRIMES

F2-00 ADDITION
- F2-01 ADDITION (GENERAL TERM)
- F2-02 ADDITION FACTS
- F2-03 ADD./SINGLE COLUMN
- F2-04 ADD./TWO COLUMN
- F2-05 ADD./MULT. COLUMN
- F2-06 ADD./HORRIZONTAL
- F2-07 ADD./RAGGED COLUMN
- F2-08 ADD./WITH ZERO
- F2-09 ADD./ASSOCIATIVE PRINCIPLE
- F2-10 ADD./CARRYING
- F2-11 ADD./COMMUTATIVE PRINCIPLE
- F2-12 ADD./IDENTITY ELEMENT
- F2-13 ADD./MISSING FACTOR
- F2-14 ADD./SUBTRACTION INTEGRATION

F3-00 SUBTRACTION
- F3-01 SUB./BORROWING
- F3-02 SUBTRACTION (GENERAL TERM)
- F3-03 SUBTRACTION FACTS
- F3-04 SUB./HORIZONTAL
- F3-05 SUB./WITH ZERO
- F3-06 SUB./TWO COLUMN
- F3-07 SUB./THREE OR MORE COLUMNS
- F3-08 SUB./RAGGED COLUMN
- F3-09 SUB./ADDITION INTEGRATION
- F3-10 SUB./SINGLE COLUMN

NRRC/P NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

F0-00 MATHEMATICS (CONT.)

F4-00 MULTIPLICATION
- F4-01 MULT./DISTRIBUTIVE PRINCIPLE
- F4-02 MULTIPLICATION (GENERAL TERM)
- F4-03 MULTIPLICATION FACTS
- F4-04 MULT./HORIZONTAL
- F4-05 MULT./ONE MULT. WITH CARRYING
- F4-06 MULT./ONE MULT. NO CARRYING
- F4-07 MULT./TWO OR MORE MULT. WITH CARRYING
- F4-08 MULT./TWO OR MORE MULT. NO CARRYING
- F4-09 MULT./ WITH ZERO
- F4-10 MULT./DIVISION INTEGRATION
- F4-11 MULT./FACTORS
- F4-12 MULT./MULTIPLES

F5-00 DIVISION
- F5-01 DIVISION (GENERAL TERM)
- F5-02 DIVISION FACTS
- F5-03 DIV./HORIZONTAL
- F5-04 DIV./ONE PLACE DIV./ONE PLACE DIVIDEND/ONE PLACE Q.
- F5-05 DIV./ONE PLACE DIV./TWO PLACE DIVIDENT/ONE PLACE Q.
- F5-06 DIV./ONE PLACE DIV./2 OR MORE PLACE DIVIDEND/2 OR MORE PLACE Q.
- F5-07 DIV./2 PLACE DIV./2 PLACE DIVIDEND/ONE PLACE Q.
- F5-08 DIV./2 OR MORE PL DIV./2 MORE PL. DIVIDENT/2 OR MORE PL. Q.
- F5-09 DIV./WITH ZERO
- F5-10 REMAINDERS
- F5-11 DIV./MULTIPLICATION INTEGRATION

F6-00 FRACTIONS/DECIMALS/PERCENT
- F6-01 DECIMAL/PERCENT INTEGRATION
- F6-02 DECIMALS (GENERAL TERM)
- F6-03 DENOMINATORS/NUMERATORS
- F6-04 FRAC./PERCENT INTEGRATION
- F6-05 FRACTIONAL PARTS/CONSTRUCTION
- F6-06 FRACTIONS/ADD
- F6-07 FRACTIONS/BASIC CONCEPTS
- F6-08 FRACTIONS/DIVISION
- F6-09 FRACTIONS/MULTIPLICATION
- F6-10 FRACTIONS/SUBTRACTION
- F6-11 PER CENT
- F6-12 RATIO/RATE/PROPORTION
- F6-13 FRAC./DECIMAL INTEGRATION

F7-00 MONEY/TIME/MEASUREMENT/GEOMETRY
- F7-01 BASIC GEOMETRY
- F7-02 GEOMETRIC MEASUREMENT
- F7-03 GEO. SHAPES/CONSTRUCTION

NRRC/P
NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

F0-00 MATHEMATICS (CONT.)
F7-00 MONEY/TIME/MEASUREMENT/GEOMETRY (CONT.)

- F7-04 MONEY/MAKING CHANGE
- F7-05 MEASUREMENT CONCEPTS
- F7-06 METRIC UNITS
- F7-07 MONEY CONCEPTS
- F7-08 NONGEOMETRIC MEASUREMENT
- F7-09 OTHER MEASUREMENT
- F7-10 TELLING TIME
- F7-11 TEMPERATURE
- F7-12 TIME CONCEPTS

F8-00 MATH-GENERAL

- F8-01 ADVANCED MATHEMATICS
- F8-02 CHARTS, GRAPHS, TABLES
- F8-03 EQUATIONS/NUMBER SENTENCES
- F8-04 ESTIMATION/MATH
- F8-05 MATHEMATICAL CONCEPTS
- F8-06 MIXED/INVERSE OPERATIONS
- F8-07 MODERN MATHEMATICS
- F8-08 PRACTICAL MATHEMATICS
- F8-09 PROBLEM SOLVING
- F8-10 REMEDIAL MATHEMATICS
- F8-11 STATISTICS, PROBABILITY

NRRC/P
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G0-00 SOCIAL STUDIES

G1-00 ECONOMICS

G2-00 GEOGRAPHY

G3-00 HISTORY

G4-00 POLITICAL SCIENCE

G5-00 PSYCHOLOGY/PHILOSOPHY

G6-00 SOCIOLOGY/ANTHROPOLOGY

MARS CONTENT DESCRIPTORS SEPTEMBER 10, 1974

NRRC/P
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H0-00 SCIENCE

H1-00 EARTH SCIENCE
H1-01 SCI./TEMPERATURE, WEATHER

H2-00 LIFE SCIENCE
H2-01 SCI./LIVING, NON-LIVING

H3-00 PHYSICAL SCIENCE
H3-01 SCI./STATES OF MATTER
H3-02 SCI./MAGNETISM

NRRC/P NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

10-00 COORDINATION AND PHYSICAL EDUCATION

11-00 GROSS MOTOR
- 11-01 GROSS MOTOR/BALANCE
- 11-02 GROSS MOTOR/BEND
- 11-03 GROSS MOTOR/BODY MOVEMENTS
- 11-04 GROSS MOTOR/BOUNCE
- 11-05 GROSS MOTOR/CATCH
- 11-06 GROSS MOTOR/CLIMB
- 11-07 GROSS MOTOR/CRAWL
- 11-08 GROSS MOTOR/GALLOP
- 11-09 GROSS MOTOR/HEAD
- 11-10 GROSS MOTOR/HOP
- 11-11 GROSS MOTOR/JUMP
- 11-12 GROSS MOTOR/KICK
- 11-13 GROSS MOTOR/REACH
- 11-14 GROSS MOTOR/BODY ROLL
- 11-15 GROSS MOTOR/RUN
- 11-16 GROSS MOTOR/SELF SUPPORT
- 11-17 GROSS MOTOR/SIT
- 11-18 GROSS MOTOR/SKIP
- 11-19 GROSS MOTOR/SOMERSAULT
- 11-20 GROSS MOTOR/STAND
- 11-21 GROSS MOTOR/THROW
- 11-22 GROSS MOTOR/WALK
- 11-23 GROSS MOTOR/VEHICLES
- 11-24 GROSS MOTOR/STAIRS
- 11-25 GROSS MOTOR/EXTREMITIES
- 11-26 GROSS MOTOR/FLEXIBILITY

12-00 FINE MOTOR
- 12-01 FINE MOTOR/FINGER MOVEMENT
- 12-02 FINE MOTOR/GRASPING
- 12-03 FINE MOTOR/HAND TRANSFER
- 12-04 FINE MOTOR/MANUAL DEXTERITY
- 12-05 FINE MOTOR/THUMB FINGER OPPOSITION

13-00 ADAPTIVE PHYSICAL EDUCATION
- 13-01 ADAP. PHY. ED./BLIND
- 13-02 ADAP. PHY. ED./CHRONIC HEALTH PROBLEM
- 13-03 ADAP. PHY. ED./DEAF
- 13-04 ADAP. PHY. ED./EMR
- 13-05 ADAP. PHY. ED./NEUROLOGICAL IMPAIRED
- 13-06 ADAP. PHY. ED./ORTHOPEDICALLY HANDICAPPED
- 13-07 ADAP. PHY. ED./PROFOUNDLY MR
- 13-08 ADAP. PHY. ED./TMR
- 13-09 ADAP. PHY. ED./CEREBAL PALSIED

14-00 RECREATION AND PLAYGROUND
- 14-01 SWIMMING

NRRC/P NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

J0-00 SELF CARE

J1-00 TOILETING
- J1-01 TOILETING/ADJUST CLOTHING
- J1-02 TOILETING/ELIMINATION PATTERN
- J1-03 TOILETING/FLUSHING
- J1-04 TOILETING/HAND CLEANLINESS
- J1-05 TOILETING/INDICATION OF WET/SOILED
- J1-06 TOILETING/INDICATION OF NEED
- J1-07 TOILETING/LOCATION
- J1-08 TOILETING/STAYS ON TOILET
- J1-09 TOILETING/TISSUE USE
- J1-10 TOILETING/USES TOILET

J2-00 FEEDING/EATING
- J2-01 FEED/EAT - BITING
- J2-02 FEED/EAT - CHEWING
- J2-03 FEED/EAT - CONTAINERS
- J2-04 FEED/EAT - FINGER FEEDING
- J2-05 FEED/EAT - FOOD TEXTURES
- J2-06 FEED/EAT - LICKING
- J2-07 FEED/EAT - OPENS MOUTH
- J2-08 FEED/EAT - PEELING, CRACKING
- J2-09 FEED/EAT - SELF SERVICE
- J2-10 FEED/EAT - SEMI-LIQUID FOOD
- J2-11 FEED/EAT - SEMI-SOLID FOOD
- J2-12 FEED/EAT - SPOON ACCEPTANCE
- J2-13 FEED/EAT - SWALLOWING
- J2-14 FEED/EAT - TONGUE USE
- J2-15 FEED/EAT - UTENSIL USE

J3-00 DRINKING
- J3-01 DRINKING - ACCEPTS CUP
- J3-02 DRINKING - BOTTLES
- J3-03 DRINKING - CUP USE
- J3-04 DRINKING - DROOLING
- J3-05 DRINKING - FAUCETS
- J3-06 DRINKING - FILLING CONTAINERS
- J3-07 DRINKING - FOUNTAINS
- J3-08 DRINKING - POURING
- J3-09 DRINKING - SIPPING
- J3-10 DRINKING - SPILLING
- J3-11 DRINKING - STRAW USE
- J3-12 DRINKING - SUCKING REFLEX

J4-00 GROOMING
- J4-01 GROOMING - BATHING
- J4-02 GROOMING - BODY PARTS
- J4-03 GROOMING - CLOTHES
- J4-04 GROOMING - COMB/BRUSH

NRRC/P NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

J0-00 SELF CARE (CONT.)
J4-00 GROOMING (CONT.)

- J4-05 GROOMING - DEODORANT/COSMETICS
- J4-06 GROOMING - DRYING
- J4-07 GROOMING - FACE
- J4-08 GROOMING - FAUCET USE
- J4-09 GROOMING - HAIR
- J4-10 GROOMING - HAIR CUTTING
- J4-11 GROOMING - HAIR SETTING
- J4-12 GROOMING - HANDS
- J4-13 GROOMING - MENSTRUAL
- J4-14 GROOMING - NAILS
- J4-15 GROOMING - RINSING
- J4-16 GROOMING - SHAVING
- J4-17 GROOMING - SHOWERING
- J4-18 GROOMING - SINK USE
- J4-19 GROOMING - SOAP USE
- J4-20 GROOMING - WATER TEMPERATURE

J5-00 ORAL HYGIENE
- J5-01 ORAL HYGIENE/BRUSHING ROUTINE
- J5-02 ORAL HYGIENE/BRUSHING SCHEDULE
- J5-03 ORAL HYGIENE/NECESSARY ARTICLES

J6-00 NASAL HYGIENE
- J6-01 NASAL HYGIENE/BLOWING
- J6-02 NASAL HYGIENE/INDICATES NEED
- J6-03 NASAL HYGIENE - TISSUE/HANDKERCHIEF
- J6-04 NASAL HYGIENE - WIPING

J7-00 CLOTHING CARE
- J7-01 CLOTHING CARE - DRYING
- J7-02 CLOTHING CARE - FOLDING
- J7-03 CLOTHING CARE - HANGING
- J7-04 CLOTHING CARE - WASHING
- J7-05 CLOTHING CARE - MAINTAINENCE

J8-00 SAFETY
- J8-01 SAFETY - ANIMALS
- J8-02 SAFETY - DANGER AWARENESS
- J8-03 SAFETY - BICYCLE
- J8-04 SAFETY - BUS
- J8-05 SAFETY - CAR
- J8-06 SAFETY - STREET CROSSING
- J8-07 SAFETY - DOCTORS/DENTIST/NURSE
- J8-08 SAFETY - ELECTRIC CORDS
- J8-09 SAFETY - FIRST AID
- J8-10 SAFETY - FIRE DRILL

NRRC/P NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

J0-00 SELF CARE (CONT.)
J8-00 SAFETY (CONT.)

- J8-11 SAFETY - FOREIGN OBJECTS
- J8-12 SAFETY - PLANTS
- J8-13 SAFETY - PLAY EQUIPMENT
- J8-14 SAFETY - PROTECTION FROM ATTACK
- J8-15 SAFETY - SEAT BELTS
- J8-16 SAFETY - SEEKS HELP
- J8-17 SAFETY - SHARP OBJECTS
- J8-18 SAFETY - SIDEWALKS
- J8-19 SAFETY - SIGNS
- J8-20 SAFETY - STRANGERS
- J8-21 SAFETY - TELEPHONE/POSTAL USE
- J8-22 SAFETY - WALKING
- J8-23 SAFETY - WATER
- J8-24 SAFETY - VEHICLE
- J8-25 SAFETY - HEALTH

J9-00 DRESSING/UNDRESSING

- J9-01 DRESS/UNDRESS - ACCESSORIES
- J9-02 DRESS/UNDRESS - BUTTONS, SNAPS, ZIPPERS
- J9-03 DRESS/UNDRESS - CLEANLINESS
- J9-04 DRESS/UNDRESS - COOPERATES ACTIVELY
- J9-05 DRESS/UNDRESS - COOPERATES PASSIVELY
- J9-06 DRESS/UNDRESS - DRESSES
- J9-07 DRESS/UNDRESS - IDENTIFIES
- J9-08 DRESS/UNDRESS - OVERCOATS - JACKETS
- J9-09 DRESS/UNDRESS - PANTS
- J9-10 DRESS/UNDRESS - SELECTION
- J9-11 DRESS/UNDRESS - SHOES
- J9-12 DRESS/UNDRESS - SHOELACE
- J9-13 DRESS/UNDRESS - SKIRTS
- J9-14 DRESS/UNDRESS - SOCKS
- J9-15 DRESS/UNDRESS - UNDERWEAR
- J9-16 DRESS/UNDRESS - SHIRTS

NRCVP NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

K0-00 PREVOCATIONAL/VOCATIONAL

K1-00 PREVOCATIONAL
- K1-01 PREVOC./CHANGES
- K1-02 PREVOC./COLLATING
- K1-03 PREVOC./COMPARATIVE SHOPPING
- K1-04 PREVOC./CUTTING
- K1-05 PREVOC./DELIVERING
- K1-06 PREVOC./FOLDING
- K1-07 PREVOC./FRINGE BENEFITS
- K1-08 PREVOC./FUNCTIONAL VOCAB.
- K1-09 PREVOC./INVENTORIES
- K1-10 PREVOC./JOB FAMILY IDENTIFICATION
- K1-11 PREVOC./MATCHING
- K1-12 PREVOC./MOLD
- K1-13 PREVOC./PACKAGING, STACKING, ASSEMBLING
- K1-14 PREVOC./PAINTING
- K1-15 PREVOC./PROPER DRESS
- K1-16 PREVOC./PURCHASING
- K1-17 PREVOC./PURPOSE OF WALKING
- K1-18 PREVOC./SAFETY
- K1-19 PREVOC./SANDING
- K1-20 PREVOC./SORTING
- K1-21 PREVOC./STAPLING
- K1-22 PREVOC./STUFFING
- K1-23 PREVOC./TASK ANALYSIS
- K1-24 PREVOC./TASK COMPLETION
- K1-25 PREVOC./TOOL USE
- K1-26 PREVOC./SEWING/NEEDLE WORK

K2-00 VOCATIONAL
- K2-01 VOC./BABYSITTING
- K2-02 VOC./BODY SHOP
- K2-03 VOC./CONSTRUCTION
- K2-04 VOC./FACTORY
- K2-05 VOC./FARM SKILLS
- K2-06 VOC./FLORIST
- K2-07 VOC./FOOD SERVICE
- K2-08 VOC./HOSPITAL AIDE
- K2-09 VOC./JANITORIAL SERVICES
- K2-10 VOC./SALES
- K2-11 VOC./SERVICE STATION

K3-00 ACTIVITIES OF DAILY LIVING
- K3-01 LIGHT SWITCHES
- K3-02 DOORS
- K3-03 DRAWERS
- K3-04 FOOD PREPARATION
- K3-05 DISHWASHING
- K3-06 ENVIRONMENTAL MOBILITY
- K3-07 BED MAKING

NRRC/P
NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

L0-00 FINE ARTS AND MUSIC

L1-00 FINE ARTS
- L1-01 ART/OBSERVATION AND IMAGINATION
- L1-02 ART/PERCEPTUAL MOTOR
- L1-03 ART/BASIC TECHNIQUES - CLEAN-UP
- L1-04 ART/PRODUCTION OF FORMS
- L1-05 ART/SELF EXPRESSION
- L1-06 ART/ATTITUDE

L2-00 MUSIC
- L2-01 MUSIC/PREREQUISITES
- L2-02 MUSIC/LISTENING SKILLS
- L2-03 MUSIC/INTERPRETATION
- L2-04 MUSIC/RHYTHM

M0-00 SELF KNOWLEDGE/SOCIAL INTERACTION

M1-00 SELF KNOWLEDGE
- M1-01 FACTS ABOUT SELF
- M1-02 HANDICAP
- M1-03 NAME/TOUCH BODY PARTS
- M1-04 RECOGNIZE VOICE RECORDING
- M1-05 RESPONDS TO NAME
- M1-06 SELF IDENTIFICATION
- M1-07 SEX IDENTIFICATION
- M1-08 FAMILY MEMBER IDENTIFICATION
- M1-09 SELF-SUFFIENCY

M2-00 SOCIAL INTERACTION
- M2-01 SOC.INTER./AFFECTIVE DISPLAY
- M2-02 SOC.INTER./AWARENESS OF OTHERS
- M2-03 SOC.INTER./DIRECTIONS
- M2-04 SOC.INTER./LEADERSHIP
- M2-05 SOC.INTER./PLAY
- M2-06 SOC.INTER./RELATIONSHIP TO ADULTS
- M2-07 SOC.INTER./RELATIONSHIP TO PEERS
- M2-08 SOC.INTER./RELATIONSHIP TO SCHOOL
- M2-09 SOC.INTER./RELATIONSHIP TO SELF
- M2-10 SOC.INTER./RULES
- M2-11 SOC.INTER./SEEKS ATTENTION
- M2-12 SOC.INTER./SOCIAL BEHAVIOR
- M2-13 SOC.INTER./RESPONSIBILITY
- M2-14 RELATIONSHIP TO FAMILY/HOME

NRRC/P
NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

T0-00 HANDICAP RELATED

T1-00 MENTAL RETARDATION (GENERAL TERM)
- T1-01 EDUCABLE MENTAL RETARDATION
- T1-02 TRAINABLE MENTAL RETARDATION
- T1-03 SEVERE MENTAL RETARDATION
- T1-04 PROFOUND MENTAL RETARDATION

T2-00 PHYSICALLY ORIENTED HANDICAPS (GENERAL TERM)
- T2-01 PHYSICAL HANDICAP
- T2-02 BRAIN INJURY (OR L.D.)
- T2-03 BLIND
- T2-04 PARTIALLY SIGHTED
- T2-05 DEAF
- T2-06 HARD OF HEARING
- T2-07 SPEECH
- T2-08 APHASIA

T3-00 SOCIAL-EMOTIONAL HANDICAP (GENERAL TERM)
- T3-01 SOCIALLY AND/OR EMOTIONALLY MALADJUSTED

T4-00 GIFTED

T5-00 MULTIPLY HANDICAPPED

T6-00 ASSESSMENT
- T6-01 INTELLIGENCE
- T6-02 ACHIEVEMENT OR READINESS
- T6-03 READING
- T6-04 MATHEMATICS
- T6-05 PERCEPTUAL/MOTOR
- T6-06 INTERPERSONAL
- T6-07 SPEECH, VOCABULARY & LANGUAGE
- T6-08 VOCATIONAL
- T6-09 GENERAL SCREENING

T7-00 OTHER
- T7-01 UNDERACHIEVING
- T7-02 LESS NEED FOR PLACEMENT

T8-00 ACTIVITY LEVEL
- T8-01 HYPERACTIVE
- T8-02 HYPOACTIVE

		DEFINITION
A0-00	Sensory/Perceptual/Cognitive	(Use Sensory/Perceptual/Cognitive)
A1-00	Auditory	Major Skill
A1-01	Aud. Acuity	Ability to respond to pure tone audiometry within normal limits and to hear faint sounds at all necessary pitches or frequencies.
A1-02	Aud. Attention Span	Ability to screen auditory sensory impulses for a certain length of time; i.e. selecting one portion of the available auditory stimuli while ignoring other auditory stimuli.
A1-03	Aud. Closure	Ability to complete or recognize the missing part or gap when the auditory unit is complete.
A1-04	Aud. Constancy	Ability to perceive an auditory unit as possessing unchanged properties regardless of the variability or distortion of the stimulus.
A1-05	Aud. Depth Perception	Recognize distance of auditory stimuli.
A1-06	Aud. Discrimination	Ability to recognize gross or fine similarities or differences between sounds - environmental or speech.
A1-07	Aud. Figure Ground	Ability to focus on one part of an auditory configuration so it stands out clearly (figure) while the remainder forms a background (ground).
A1-08	Aud. Imagery	Ability to remember an auditory stimuli after the stimulus has been removed. (See Auditory Memory.)
A1-09	Aud. Localization	Ability to locate source of auditory stimuli at varying distances from the ear.
A1-10	Aud. Motor Integration	Ability to associate, organize and relate meaningful units of auditory and motor information.
A1-11	Aud. Perception	Ability to respond to and gain meaning from auditory information stimuli General Term

A1-12	Aud. Pitch/Volume/Tone	Pitch - number of cycles per second of a sound; Volume - force or loudness of sound; Tone - Quality of the sound.
A1-13	Aud. Sequential Memory	Develops and extends memory for auditorily presented information, store and retrieve information.
A1-14	Aud. Visual Integration	Ability to organize and relate meaningful units of auditory visual information.
A1-15	Aud. Vocal Integration	Ability to organize and relate meaningful units of auditory vocal information.
A2-00	Visual	Major Skill
A2-01	Vis. Acuity	Ability to define with clarity and sharpness the characteristics of the visual stimuli.
A2-02	Vis. Attention Span	The length of time one is able to screen visual sensory impulses, i.e., selecting one portion of the availabl visual stimuli while ignoring other visual stimuli.
A2-03	Vis. Closure	The ability to complete or recognize the missing part or gap when a visual unit is incomplete.
A2-04	Vis. Constancy	Ability to perceive a visual unit as unchanged regardless of the variability or distortion of the stimulus.
A2-05	Vis. Depth Perception	Ability to discriminate absolute and relative distances of visual stimuli at varying distances from the eye.
A2-06	Vis. Discrimination	Ability to recognize gross or fine similarities or differences between visual stimuli.
A2-07	Vis. Figure Ground	Ability to focus on one part of a visual configuration so it stands out clearly (figure) while the remainder forms a background (ground).

A2-08	Vis. Imagery	Ability to remember visual stimuli after the stimuli have been removed. See Visual Sequential Memory.
A2-09	Vis. Motor Integration	Requires ability to reproduce by motor means information that is perceived through visual stimuli.
A2-10	Vis. Perception	Provices exercises in visual discrimination, memory, sequencing, reception, recognition, identification; ability to gain meaning from visual information. General Term.
A2-11	Vis. Sequential Memory	Requires memory of visual stimuli in a desired order.
A2-12	Vis. Tracking/Pursuit/Fixation	Trains eye movement to follow movement of objects or to move across lines with a smooth motion of the eye with the head held in a stationary position.
A3-00	Gustatory	Involves the sense of taste. Major Skill
A3-01	Gust. Acuity	Ability to define and respond to taste sensations.
A3-02	Gust. Closure	Ability to recognize the missing part when the taste unit is incomplete. EXAMPLE: The soup needs more salt.
A3-03	Gust. Discrimination	Ability to recognize gross or fine similarities or differences between tastes.
A3-04	Gust. Figure Ground	Ability to focus on one part of a taste sensation so it stands out clearly while the remainder forms a background. EXAMPLE: Taste the onion in the food.
A3-05	Gust. Matching	Ability to find two tastes which are the same or go together.
A3-06	Gustatory (General Term)	Ability to gain meaning from taste or flavor information. General Term
A3-07	Gust. Perception	Ability to organize tastes in an order
A3-08	Gust. Ranking	Ability to remember a taste, or tastes and their relationships.

A4-00	Olfactory	
A4-01	Olf. Acuity	Ability to define clearly the characteristics of a smell or scent.
A4-02	Olf. Closure	Ability to complete or recognize the missing part or gap when a smell or scent unit is incomplete.
A4-03	Olf. Discrimination	Ability to recognize gross or fine similarities or differences between smell or scent stimuli.
A4-04	Olf. Figure Ground	Ability to focus on one part of a scent configuration so it stands out clearly while the remainder forms a background.
A4-05	Olf. Matching	Ability to find two smells which are the same or go together.
A4-06	Olf. Sequential Memory	Ability to gain meaning from scent or smell information. General Term
A4-07	Olf. Perception	Ability to organize smells in an orde
A4-08	Olf. Ranking	Ability to remember a taste, or tastes and their relationships.
A5-00	Tactile	Major Skill - Involves sense of touch
A5-01	Tact. Acuity	Ability to define clearly the characteristics of physically touched or felt stimuli.
A5-02	Tact. Closure	Ability to complete or recognize the missing part or gap when a tactile unit is incomplete.
A5-03	Tact. Discrimination	Ability to recognize gross or fine similarities or differences between tactile stimuli.
A5-04	Tact. Figure Ground	Ability to focus on one part of a tactile configuration so it stands out clearly (figure) while the remainder forms a background (ground)

A5-05	Tact. Matching	Ability to find two textures or felt things which are the same or go together.
A5-06	Tact. Sequential Memory	Involves ability to gain meaning from tactile (kinesthetic, haptic) information. General Term
A5-07	Tact. Perception	Ability to organize information received by touch in an order.
A5-08	Tact. Ranking	Ability to remember a touch or feeling or their relationship.
A6-00	Higher Level Cognitive Functions	Major Skill
A6-01	Abstract Reasoning	Arrive at conclusions through the use of symbols or generalizations rat than concrete factual information.
A6-02	Applied Relationship	A synthesizing process; organizing known information in order to reason and evaluate a present situation.
A6-03	Comprehension/non-reading	The ability to understand things, from the concrete to the abstract level. Cognition.
A6-04	Convergent Production	Ability to problem solve or deduce information from given information to get the one best outcome or answer.
A6-05	Divergent Production	Ability to generate, produce or organize varied information from given information - implies transfer of learning or creative ability.
A6-06	Evaluation	Ability to judge, evaluate, decide or test the correctness or suitability of information.
A6-07	Problem Solving/Non Math	Ability to apply reason and logic to solving a problem. Do not use for math story problems.
A6-08	Time Perspective	Ability to understand the flow or passage and the quantity of time. EXAMPLE: Was 800 A.D. very long? How much is an hour? See Time Concept F7-12
A6-09	Concept Memory	Learner understands relationships of objects and abstract ideas to one another.

			DEFINITION
B0-00	Affective		Major Area
B1-00	Self		Major Skill under Affective.
	B1-01	Aggression	Showing hostile, quarrelsome emotions.
	B1-02	Anxiety/Fear	Worry or uneasiness about what may happen; afraid.
	B1-03	Attitudes	Showing one's disposition or feelings about something.
	B1-04	Conflict	Involves incompatibility or disagreement in one's feeling about something.
	B1-05	Feelings	Expression of or understanding of emotional feelings such as happiness, sadness. General Term
	B1-06	Frustration	An emotion involving helpless and angry feelings because of the failure to achieve a goal.
	B1-07	Motivation	Emotional feeling involving an inner drive or incentive.
	B1-08	Self Concept	Developing or concerning ones concept or idea of the self; who you are.
	B1-09	Withdrawn	A reaction involving emotionally retreating or moving away from.
	B1-10	Self-confidence	The consciousness of feeling sure relating to ones powers and abilities.

		DEFINITION
D0-00	Reading	Major Area
D1-00	Readiness	Learning and Reading Readiness skills. Major Skill
D1-01	Read. Readiness/Alphabet	Say, recognize, sequence or match letters of the alphabet.
D1-02	Read. Readiness/Classify, Categorize	Develops concept of "classness" or grouping. EXAMPLE: Fruits: Orange Pear Animal: Cat, Dog
D1-03	Read. Readiness/Color Concepts	Color matching or understanding and naming of colors.
D1-04	Read. Readiness/Copy, Trace	Reproduce or follow a visual or tactile form.
D1-05	Read. Readiness/Cut, Paste, Position	Requires use of scissors, positioning, and pasting objects on a page.
D1-06	Read. Readiness/Designs, Patterns	Learner response is making block, etc., designs like stimuli or reproducing a pattern.
D1-07	Read. Readiness/Directionality	Develops the external awareness of "sidedness", concept of leftness and rightness. (see also Laterality, Left to Right Progression, and Position Words.)
D1-08	Read. Readiness/Dot Joining	Presents letters or numbers which when joined in proper sequence form a picture.
D1-09	Read. Readiness/Eye Exercise	Designed to develop the control of eye movements, focus.
D1-10	Read. Readiness/Label, Name	To recognize and identify as a specific thing.
D1-11	Read. Readiness/Laterality	Develops the internal awareness of sidedness.
D1-12	Read. Readiness/Left to Right Progression	Deals with moving across a page from left to right.
D1-13	Read. Readiness/Likeness and Difference	Deals with the ways things are alike or different. (See also D1-14, Match, D1-17, Relationship)

D1-14	Read. Readiness/Match	Exercises involving the skill of matching one thing to another.
D1-15	Read. Readiness/Part Whole Relationship	Involves fitting parts together and how they are used.
D1-16	Read. Readiness/Readiness Skills	Develops beginning skills in preparation for academic experiences. General Term
D1-17	Read. Readiness/Relationship	The connection between things, what or how.
D1-18	Read. Readiness/Rhymes	Deals with rhyming words in some manner.
D1-19	Read. Readiness/Spatial Orientation	Recognition of the state of adjustment of the body or other objects in relation to the immediate environment.
D1-20	Read. Readiness/Letter Recognition	Ability to identify characters of the alphabet.

D2-00	Phonics	Major Skill
D2-01	Blend/Final	Phonetic blends such as -nt, -nd, -nk, -all, -ill, -oth, etc., at the end of words.
D2-02	Blend/Initial	Phonetic blends such as bl, sn, sp, str, at the beginning of words.
D2-03	Consonant/Final	Learner must identify or work with final consonant sound or symbol. EXAMPLE: door, soar, clip
D2-04	Consonant/Initial	Deals with initial consonant sound or symbol. EXAMPLE: Candy, dog
D2-05	Consonant/Medial	Deals with medial consonant sound or symbol. EXAMPLE: today, habit
D2-06	Consonant/Variant	Unusual or irregular sounds and letter combinations qu, x, u, r controlled.
D2-07	Digraph/Consonant	(Use Digraph (consonant))

D2-07	Digraph/Consonant	Two consonants that produce a single sound. EXAMPLE: wh, sh, wr, ch.
D2-08	Digraph/Vowel	Two vowels that produce a single sound. EXAMPLE: oa, ai, au, aw.
D2-09	Dipthong	Vowel sound combinations that start at or near the articulatory position for one vowel and move toward another, as in toy. EXAMPLE: ou, ow, oi, oy, ew.
D2-10	Hard/Soft Sound	Involves differentiation between hard vs. soft sounds of letters. EXAMPLE: candy - cindy
D2-11	Phonic Rules	Learner completes exercises by following a previously stated phonic rule; learns phonic rules.
D2-12	Silent Letters	Deals with silent letters. EXAMPLE: rule, knife
D2-13	Sound Blending	Requires a student to produce words from separate sounds. EXAMPLE: "b - a - t = bat"
D2-14	Sound/Symbol Relationship	Match auditory representation to visual clue. EXAMPLE: match "p" sound to letter p or picture beginning with that sound.
D2-15	Vowel/Initial	Deals with vowels at beginning of word. EXAMPLE: egg, add
D2-16	Vowel/Double	Deals with the following vowel combinations; ai, oa, ay, ea, ee, ie, ee.
D2-17	Vowel/Long	Deals with long vowels, a, e, i, o, u, y
D2-18	Vowel/Medial	Deals with vowels in middle of word. EXAMPLE: Cat, Fat
D2-19	Vowel/Short	Deals with short vowels a,e,i,o, u,y
D2-20	Vowel/Variant	Deals with vowels when combined with r, l, w.

D2-21	Vowel/Final	Ability to deal with vowels at and end of word Example: zebra, July.
D2-22	Vowel-Vowel combinations	Exercises including any speech sound which is produced by blocking the air stream (p,b,t,d,k,g,f,v,sh, ch,j,m,h,w,y). General Term
D2-23	Vowel/Consonant Identification	Deals with the student's ability to recognize letters as vowels or consonants.
D3-00	Comprehension	Involves reading comprehension and requires a verbal or written response on the part of the learner. Major Skill
D3-01	Read. Comp./Authorial Purpose	Understand the purpose of the author as written in a story
D3-02	Read. Comp./Cause and Effect	After reading story, state cause and effect EXAMPLE: If one thing happens, what will happen then.
D3-03	Read. Comp/Character Assessment	Understanding the personality, motivations, and type of person portrayed as a character in a story.
D3-04	Read. Comp./Silent Reading	Understands information read. General Term
D3-05	Read. Comp./Context Clues	Response is derived by gaining meaning from text and supplying the answer.
D3-06	Read. Comp./Critical Reading/ Fact vs. Fict.	Learner draws inferences to separate fact from fiction and to determine if the facts presented by the writer justifiably lead to conclusions given by the writer.
D3-07	Read. Comp./Draw Conclusions, Predict Outcome	Requires arriving at a conclusion from information presented or predicting the outcome or ending of a story.
D3-08	Read. Comp./Follow Directions	Involves the reading comprehension skill for following directions.
D3-09	Read. Comp./Inference, Implication	Requires reading to select or state logical happenings decided from known facts.

D3-10	Read. Comp./Interpretation	Learner reads a selection and then interprets or retells what the author said.
D3-11	Read. Comp./Locate Answer/ Detail	Requires finding answers to question from the reading text.
D3-12	Read. Comp./Main Idea/ Main Char.	From reading selection, student must grasp the central thought or the main character.
D3-13	Read. Comp./Mood, Motive, Emotions	Identify these in a story.
D3-14	Read. Comp./Sequence of Events	Verbally relate storyline in proper sequence or in any manner develop an idea of temporal order of a story.
D3-15	Read. Comp./Skimming, Scanning	Deals with technique of skimming or scanning in reading.
D3-16	Read. Comp./Specific Recall	Learner must recall specific information from reading material.
D4-00	Structural Analysis	Major Skill
D4-01	Struc. Anal./Accent	Placing accent marks on syllables.
D4-02	Struc. Anal./Comparative	Deals with comparison words. EXAMPLE: Big, Bigger, Biggest
D4-03	Struc. Anal./Compound Words	Deals with compound words - two small words into a large word.
D4-04	Struc. Anal./Contractions	Use of contractions and/or how they are formed. EXAMPLE: are not = aren't
D4-05	Struc. Anal./Plurals	Practice in forming plurals of words. EXAMPLE: hat, hats
D4-06	Struc. Anal./Possessives	Practice in forming possessives of words. EXAMPLE: Boy's hat.
D4-07	Struc. Anal./Prefix	Deals with prefixes. EXAMPLE: dis - satisfied
D4-08	Struc. Anal./Root Word	Deals with base word parts and shows how other words are developed by adding prefixes and suffixes.
D4-09	Struc. Anal./Suffix	How to form other words by addition of an affix at the end of the word. EXAMPLE: Understandable

D4-10	Struc. Anal./Syllables	Requires dividing words into syllables; teaches how.
D4-11	Struc. Anal./Word Endings	Deals with word endings. EXAMPLE: ing, ed, s
D4-12	Struc. Anal./Past, Present Endings	Deals with verbs that have s,es, ing, ed added to the root.
D4-13	Struc. Anal./Abbreviations	Deals with shortened forms of words.
D4-14	Struc. Anal./Acronyms	Deals with a word formed from the initial letter or letters of each successive part or parts of a compound title.
D4-15	Struc. Anal./Stress, Accent	Relates to placing accent marks on syllables.
D5-00	Vocabulary	Major Skill
D5-01	Vocab./Analogy	Identify the relationships between words, ideas, or symbols.

D5-02	Vocab./Antonym	Opposite word pairs.
D5-03	Vocab./Color Words	Recognition of color words; red, blue, etc.
D5-04	Vocab./Descriptive Words	Words used to describe, to give the image.
D5-05	Vocab./Figurative Lang.	Use of word which primarily means one thing but is applied to another meaning; symbols, metaphors.
D5-06	Vocab./Homonym	Deals with sound-alike words with different meanings. Example: Blue - Blew.
D5-07	Vocab./Idiom	A conventional phrase or expression having a meaning difference from the literal.
D5-08	Vocab./Mult. Use Word Connotations	Exercises which teach the multiple use of such words as to, two, too.
D5-09	Vocab./Position Words/ Abstract Words	Words indicating position such as over, under, between; other abstract words such as after, before, since, etc
D5-10	Protective Vocabulary	Words thought to be useful for personal protections. EXAMPLE: poison, stop, danger, hot.
D5-11	Specialized Words	Deals with teaching of words for days of the week, months of the year, holidays. See also Time Concepts F7-12
D5-12	Vocab./Synonym	Deals with words that are similar in meaning. EXAMPLE: Cat - Feline
D5-13	Vocab./Sight Words	Increases learner's speaking, reading, and/or comprehending vocabulary. Recognition of words.
D5-14	Vocab./Word Families/Patterns	Develops vocabulary through word patterns or families. EXAMPLE: pin, pan, pen
D5-15	Vocab./Word Meanings	Deals with the meaning or definition of a word.
D5-16	Vocab./Word Origins	Deals with the historical origin of words.
D5-17	Vocab./Word Pict. Match	Requires learner to match picture stimulus to correct word.

D5-18	Vocab./Number Words	Deals with words for number symbols such as TWO.
D5-19	Homograph	Deals with one of two or more words spelled alike but differing in derivation, meaning or pronunciation.
D6-00	Oral Reading	Major Skill
D6-01	Oral Read./Cadence	The rythm of oral reading.
D6-02	Oral Read./Comprehension	Understands information presented auditorily.
D6-03	Oral Read./Fluency	Reads orally without stumbling,etc.
D6-04	Oral Read./Intonation	Involves the rise and fall of the pitch of the speaking voice.
D6-05	Oral Read./Rate	Deals with the rate or speed of reading.
D7-00	Literature	Major Skill
D7-01	Lit./Adventure	Stories dealing with danger and risk taking.
D7-02	Lit./Animal	Stories dealing with animals.
D7-03	Lit./Anthology	Collection of stories on any topic.
D7-04	Lit./Biography	Story about the life history of a real person.
D7-05	Lit./Classics	Stories with titles as classics in literature, i.e. Ivanhoe, Tale of Two Cities.
D7-06	Lit./Drama	Contains plays, skits, couplets, etc.
D7-07	Lit./Fairy Tales	Imaginative and fictional narratives which deal with unreal beings. Typically of folk origin and written for children.

D7-08	Lit./Fantasy	Story content which is not easily believable, such as Walter Nitty type.
D7-09	Lit./Folk Tales	Stories circulated by word of mouth among the common people; tales traditionally told about people which are characteristically anonymous, timeless, placeless.
D7-10	Lit./Foreign Theme	Story theme which centers around foreign people or countries.
D7-11	Lit./Frontier Pioneer	Stories about frontier and pioneer days, either historical or fictional in nature.
D7-12	Lit./Humor	Story theme primarily humorous in nature.
D7-13	Literature (general term)	General Term for pleasure reading material.
D7-14	Lit./Mystery	Stories involving events that excite curiosity because they remain obscure or secret.
D7-15	Lit./Mythology	Stories where the theme in an explanation of a natural phenomenon or primitive religion; legend.
D7-16	Lit./Nature	Has stories involving the outdoors, conservation, or information about the plant, animal world.
D7-17	Lit./Poetry	Includes rhymed and blank verse.
D7-18	Lit./Religion	Story theme about religion or religious leaders.
D7-19	Lit./Riddles	Deals with jokes, limericks, etc; involves problem solving and requires an answer.
D7-20	Lit./Rural Theme	Story set in rural area.
D7-21	Lit./Science Fiction	Stories of a fantasy like nature often based on projectives of scientific and technological advances.
D7-22	Lit./Science Related	Reading material related to content of a science area.
D7-23	Lit./Social Studies Related	Reading material which is related to an area of social studies content.
D7-24	Lit./Sports	Story theme about sports or sports figure

D7-25	Lit./True Life	Stories which are fiction, but believable as an actual happening or based on actual facts.
D7-26	Lit./Urban Theme	Stories with a city life theme.
D8-00	Programs	Major Skill involving types of reading programs.
D8-01	Beginning Reading Programs	Designed for teaching children, adolescents, or adults just learning to read.
D8-02	Developmental Reading Programs	Provides a developmental approach to teaching reading. EXAMPLE: Basal Reading Series.
D8-03	Experimental, New Alphabet, Combined Programs	Reading material not fitting traditional category, using different alphabet or new approaches.
D8-04	High Interest, Low Voc. Programs	Story designed to motivate reader's interest with each level vocabulary load.
D8-05	Independent reading Programs	Designed for pleasure reading. Not a text or a basal reader.
D8-06	Language Arts Correlated Programs	Presents reading by correlating reading, writing, and speaking skills.
D8-07	Linguistic Approach Programs	Reading approach utilizing the regular pattern of language, i.e., and inductive approach to the discovery of sound - letter relationship.
D8-08	Non-Oral Reading Programs	Teaches reading without calling for verbal response.
D8-09	Phonemic Alphabet Programs	Contains written language in which there is a one to one relationship between the speech sound and the symbol which represents it.
D8-10	Remedial Reading Programs	Corrects faulty learning and/or increases the efficiency of performance in reading.

E0-00	Language Arts/Use		Major Area
E1-00	English Grammar and Composition		Major Skill
	E1-01	Gram./Adjectives, Determiners	Function and/or use as a part of speech.
	E1-02	Gram./Adverb	Function and/or use as a part of speech.
	E1-03	Gram./Capitalization	When and what letters to capitalize.
	E1-04	Composition	Shows rules of grammar and how to construct written language.
	E1-05	Gram./Conjunction, Preposition, Interjection	Function, how to use and identify these parts of speech.
	E1-06	Creative Writing Activities	Designed to promote creative action or thinking.
	E1-07	Dramatization	Requires learner to perform verbal and/or pantomine activities to act out a role.
	E1-08	Gram./Figures of Speech	Uses or requires student to give literal translations for figures of speech.
	E1-09	Grammar (General Term)	Uses grammar and communication skills of everyday conversation and writing. EXAMPLE: inflections, classes of words, syntax
	E1-10	Gram./Noun	How to identify or use proper or common nouns.
	E1-11	Comp./Organization	How to structure thoughts and ideas for either verbal presentation or written composition.
	E1-12	Comp./Outlining	Actually presents how to outline or uses this skill.
	E1-13	Comp./Paragraph Development	How to develop a paragraph through main sentence and sub topics.
	E1-14	Gram./Parts of Speech	Grammatical units such as noun, verb, adverb.
	E1-15	Gram./Phrase	A part of a sentence.
	E1-16	Gram./Predicate	Use of action words in sentence; a part of speech
	E1-17	Gram./Pronoun	Identification or proper use of pronouns such as he, she, etc.

E1-18	Gram./Punctuation	Function and/or proper use of punctuation marks and abbreviations of words.
E1-19	Gram./Question	Deals with a sentence in the form of a question.
E1-20	Comp./Reports	How to write reports or to organize to give a good oral report.
E1-21	Gram./Sentence Types	Learner indicates or makes a complete sentence.
E1-22	Gram./Sentence Structure	How to construct a sentence, i.e., the grammatical components required.
E1-23	Gram./Subject	Deals with function of the subject of a sentence or use of a subject.
E1-24	Gram./Subject, Verb Agreement	Deals with this skill. EXAMPLE: he goes.
E1-25	Comp./Summary	Relate important elements of a reading selection or verbal presentation in condensed form.
E1-26	Gram./Syntax	Rules of language structure and word relations as established by usage, both written and oral.
E1-27	Gram./Verb	Teaches about action words, their meaning or use.
E2-00	Handwriting	Major Skill
E2-01	Handwriting/Upper Case	Writing capital or large style letters in manuscript or cursive.
E2-02	Cursive Handwriting	Requires cursive handwriting or the joining of letter strokes through flowing movements of hand and arm.
E2-03	Left Handed Writing	Left handed writing, cursive or manuscript, capital or lower case.
E2-04	Handwriting/Letter Formation	Correctly forming or writing the letters either in cursive or manuscript.
E2-05	Handwriting/Lower Case	Involves formation or practices manuscript or cursive small form letters.
E2-06	Manuscript Handwriting	Involves manuscript writing, printing.

E2-07	Handwriting/Spacing	How to space between letters or words in handwriting.
E2-08	Transition Handwriting	Instructs in changing from manuscript to cursive writing.
E3-00	Spelling	Major Skill
E3-01	Phonetic Spelling	Use of phonetic sounds of vowels, consonants, etc. in spelling words.
E3-02	Spelling Demons	A group of words that are commonly misspelled by a large percentage of persons.
E3-03	Spelling Patterns	Teaches the spelling of words which have similar parts which rhyme and of words with letters in certain positions as cvc, ce, cc, vvc, vy, cy. (cvc = Consonant, vowel, consonant)
E3-04	Spelling Rules	Spelling rules included in material.
E3-05	Spelling Words	Designed to teach the formation of words by combining letters; learning of spelling words.
E3-06	Finger Spelling	Deals with teachnique of spelling through use of hands.
E4-00	Speech and Language Development	Major Skill
E4-01	Speech/Lang.- Breath Control	In speech and language development, controlling the breath to make sounds.
E4-02	Speech/Lang.- Chew	A mouth movement to form speech sounds.
E4-03	Speech/Lang.- Clutter	Exercises for a disorder of time or rhythm characterized by unorganized, hasty spurts of speech often accompanied by slurred articulation.
E4-04	Speech/Lang.- Echolalia	Deals with the automatic involuntary repetition of heard phrases and sentences.
E4-05	Expressive Language	Ability to produce language - meeting both structure (syntax) and meaning (semantic) criterion.

E4-06	Speech/Lang.- Lip Control	Control lips to form sounds correctly.
E4-07	Other Speech Therapy	Methods or forms of speech therapy other than the standard or usual types.
E4-08	Receptive Language	The component of language encompassing an individual's comprehension of verbal, written, or other forms of communication.
E4-09	Sign Language	Deals with a nonverbal communication method for the deaf using movements and positions of arms, hands, and fingers with appropriate facial expressions to indicate letters and words.
E4-10	Speech/Lang. - Saliva Control	Controlling saliva when speaking.
E4-11	Speech/Lang. - Sound Imitation	Repeating speech sounds made by another.
E4-12	Soundmaking/Articulation	Making speech sounds.
E4-13	Sound Substitution	Deals with articulation disorder characterized by replacing one sound for another. EXAMPLE: Wed for Red
E4-14	Speech/Lang. - Stuttering	Flow of speech is interrupted abnormally by repetition or prolongations of a sound or syllable or posture, or by avoidance and struggle reactions.
E4-15	Speech/Lang. - Teeth Control	Use and control of teeth in making speech sounds.
E4-16	Speech/Lang. - Tongue Control	Control and coordinate the tongue to make speech sounds.
E4-17	Speech/Lang. - Tone of Voice	Deals with training volume level of voice.

E5-00	Study Skills	Major Skill
	E5-01 Study Skills/Alphabetize	Sequential alphabetical arrangement of information.
	E5-02 Study Skills/Dictionary	Explains the use of or presents exercises for developing skill in the use of the dictionary. A dictionary.
	E5-03 Library Skills	Exercises or information on how to use the various aids in the library.
	E5-04 Map Reading	Exercises on map and/or globe reading.
	E5-05 Note Taking	Exercises on how to take notes.
	E5-06 Reference Skills	How to locate materials by use of index, table of contents, etc.
	E5-07 Study Skills/Word Habits	Contains information or exercises to aid in developing good study work habits.

F0-00	Mathematics	Major Area
F1-00	Numeration	Major Skill.
F1-01	Abacus	Explains abacus or use of it.
F1-02	Base Number Systems	Presents number systems other than base 10.
F1-03	Counting/Cardinal	Involves "one, two, three" concept of numbers, rote counting.
F1-04	Expanded Notation	Rename number with 2 or more addends. EXAMPLE: 362 = (300 + 60 + 2)
F1-05	Inequalities	Deals with such things as greater than, less than, more, bigger, smaller etc.
F1-06	Numbers/Matching, Writing, Concept	Involves the matching or writing of numbers; understanding the concept of numbers.
F1-07	Number Line	Presents concept and/or exercises using number line.
F1-08	Numeral Recognition	Recognize a numeral symbol.
F1-09	Number Sequence	Using the sequence of numbers; identify what comes before, after, between.
F1-10	Number Words	Words for the number symbols such as two.
F1-11	One to One Relationship	Concept of the pairing of one to one. EXAMPLE: Six horses and Six men.
F1-12	Ordinal Concepts	Teaches the concept of number order; i.e., first, second, third.
F1-13	Place Value	Introduces or elaborates on the concept of place value in any base number system; unites, tens, hundreds.
F1-14	Roman, Other Numerals	How to make, read, and/or use Roman, Egyptian, etc., numerals.
F1-15	Rounding Off	Introduces or further elaborates the concept of rounding off numbers.
F1-16	Sets	Teaches the concept of sets and/or sub sets, how to identify, various types, how to count the set.

F1-17	Symbols/Math	Specifically teaches the meaning and/or functions of mathematical symbols or signs.
F1-18	Negative Numbers	Deals with all the symbols representing quantities to the left of the number line.
F1-19	Odd/Even Identification	Deals with recognition of numbers which are or are not divisible by two.
F1-20	Primes	Deals with numbers whose factors are themselves and one.
F2-00	Addition	Major Skill
F2-01	Addition (General Term)	General Term involving addition concept.
F2-02	Addition Facts	Basic 100 facts from 0 to 9, vertical and horizontal format.
F2-03	Add./Single Column	Three or more addends added in a column, with or without carrying. EXAMPLE: 2 / 4 / +1
F2-04	Add./Two Column	Two or more addends in 2 columns, with or without carrying. EXAMPLE: 22 / +43 or 23 / 36 / +37
F2-05	Add./Mult.Column	Two or more addends added in three or more columns, with or without carying. EXAMPLE: 234 / +123

F2-06	Add./Horrizontal	Horizontal format. EXAMPLE: 2 + 17 =
F2-07	Add./Ragged Column	Problems are uneven columns EXAMPLE: 237 +23
F2-08	Add./With Zero	Adding with zero. EXAMPLE: 2 + 0 =
F2-09	Add./Associative Principle	Explains, gives practice or applies in addition and multiplication. The grouping of the numbers does not affect the sum. EXAMPLE: (a + b) + c = a + (b + c)
F2-10	Add./Carrying	Changing ones to tens, tens to hundreds in addition. Code if this skill is present in the problem.
F2-11	Add./Commutative Principle	Explains, gives practice, or applies in addition and multiplication. The order of the numbers does not affect the sum. EXAMPLE: a x b = b x a.
F2-12	Add./Identity Element	Zero in addition A + 0 = A One in Multiplication A x 1 = a
F2-13	Add./Missing Factor	Math problem with a part missing. EXAMPLE: 2 + __ = 4
F2-14	Add./Subtraction Integration	In addition problems, use of subtraction in the problem.
F3-00	Subtraction	Major Skill
F3-01	Sub./Borrowing	Changing tens to ones, hundreds to tens in subtraction. Code if this skill is present in the problem.
F3-02	Subtraction (General Term)	Deals with the operation of subtraction. General Term.
F3-03	Subtraction Facts	Basic facts of 0-0 through 18-9.
F3-04	Sub./Horizontal	Only when problem presented in linear form. EXAMPLE: 8 - 3 = 5
F3-05	Sub./with Zero	How to subtract with zero in problem. EXAMPLE: 205 - 2

F3-06	Sub./Two Column	With or without borrowing. EXAMPLE: 45 Use also Borrowing F3-1 -23 when required.
F3-07	Sub./Three or More Columns	With or without borrowing. EXAMPLE: 321 Use also Borrowing F3-1 -274 when required.
F3-08	Sub./Ragged Column	Only when columns are uneven. EXAMPLE: 123 -2
F3-09	Sub./Addition Integration	In subtraction problems, use of addition in the problem, as in checking.
F3-10	Sub./Single Column	Deals with finding the difference between single digit numbers.

F4-00	Multiplication	Major Skill
F4-01	Mult./Distributive Principle	Multiplication or division process over addition. EXAMPLE: $m \times (n + p) = (m \times n) + (m \times p)$
F4-02	Multiplication (General Term)	Explains, provides practice with or demonstrates application of the operation of multiplication. General Term
F4-03	Multiplication Facts	Basic facts of 0 x 0 through 9 x 9.
F4-04	Mult./Horizontal	Problems in linear form. EXAMPLE: 2 x 13 =
F4-05	Mult./One Mult. with Carrying	Multiplication, one multiplier, carrying. EXAMPLE: (2) 27 x3 81
F4-06	Mult./One Mult. No Carrying	Multiplication, one multiplier, no carrying. EXAMPLE: 11 x2 22

F4-07	Mult./Two or More Mult. With Carrying	Multiplication, two or more multipliers, carrying. EXAMPLE: (1) 53 x36 318 159 1908
F4-08	Mult./Two or More Mult. no carrying.	Multiplication, two or more multipliers, no carrying EXAMPLE: 22 x13 66 22 286
F4-09	Mult./With Zero	How to multiply with zero in problem. EXAMPLE: 32 x 10 320
F4-10	Mult./Division Integration	In multiplication problems, use of division in problem as in checking.
F4-11	Mult./Factors	Deals with the components of an equation.
F4-12	Mult./Multiples	Deals with the product of a quantity by an integer.
F5-00	Division	Major Skill
F5-01	Division (General Term)	Involves concept of division. General Term
F5-02	Division Facts	Basic division facts to 9, vertical or horizontal.
F5-03	Div./Horizontal	Problem presented in linear form. EXAMPLE: 81 ÷ 9 =

F5-04 Div./One Place Div./One Place Dividend/One Place Q.
EXAMPLE: $2\overline{)6}$ → 3

F5-05 Div./One Place Div./Two Place Dividend/One Place Q.
EXAMPLE: $2\overline{)12}$ → 6

F5-06 Div./One Place Div./2 or More Place Dividend/ 2 or More Place Q.
EXAMPLE: $2\overline{)24}$ → 12

F5-07 Div./2 Place Div./2 Place Dividend/One Place Q
EXAMPLE: $24\overline{)48}$ → 2

F5-08 Div./2 or More Pl Div./ 2 More Pl. Dividend/2 or More Pl. Q.
EXAMPLE: $10\overline{)210}$ → 21

F5-09 Div./With Zero
Dividing with zero in problem.
EXAMPLE: $2\overline{)202}$

F5-10 Remainders
Deals with remainders in division.

F5-11 Div./Multiplication Integration
In division problems use of multiplication in the problem.

F6-00 Fractions/Decimals/Percent
Major Skill

F6-01 Decimal/Percent Integration
Relating the two processes by changing decimals to percent and vice versa.

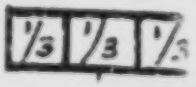
F6-02 Decimals (General Term)
Operations using decimals or the concept of decimal places.
EXAMPLE: .03, $1.00

F6-03 Denominators/Numerators
The part of a fraction telling how many equal parts of a whole. Also includes reducing a fraction to lowest terms, common denominators.

F6-04 Frac./Percent Integration
Relating to the two processes by changing decimals to percent and vice versa.

F6-05 Fractional Parts/Construction
Involves identifying and/or constructing fractional portions of a whole, with their numerical representations.

EXAMPLE:



F6-06	Fractions/Add	Problems involving addition of fractions.
F6-07	Fractions/Basic Concepts	Exercises with the operations using fractions or presents the concepts and terms related to fractions - like and unlike fractions; proper and improper fractions.
F6-08	Fractions/Division	Problems involving division of fractions.
F6-09	Fractions/Multiplication	Problems involving multiplication of fractions.
F6-10	Fractions/Subtraction	Problems involving subtraction of fractions.
F6-11	PerCent	Concept of percent is introduced or elaborated.
F6-12	Ratio/Rate/Proportion	Presents the arithmatical concept of ratio and/or problems for practice.
F6-13	Frac./Decimal Integration	Deals with conversion of fractions into decimals and vice versa.

F7-00	Money/Time/Measurement/Geometry	Major Skill
F7-01	Basic Geometry	Presents the basic concepts of shapes, lines, angles, used in geometric calculations.
F7-02	Geometric Measurement	How to find area, perimeter, circumference, volume; presents such problems for practice.
F7-03	Geo. Shapes/Construction	Involves recognition and/or making simple geometric forms. EXAMPLES: circle, square
F7-04	Money/Making Change	Involves subtracting the price and returning the correct amount of coins and bills for the amount received.
F7-05	Measurement concepts	Farther away, heavier, shorter; (Use also inequalities)

F7-06	Metric Units	Exercises which teach the system of weights and measures based on meter and kilogram.
F7-07	Money Concepts	Exercises which involve money values and how to count money and make change, coin and currency identification.
F7-08	Nongeometric Measurement	Exercises concerning pounds, ounces, inches, feet, yards, ruler - but not perimeter, circumference, or area. (Use also Geometric Measurement)
F7-09	Other Measurement	Methods or forms of measurement other than the standard feet, pounds, meters, etc.
F7-10	Telling Time	Clock reading, hours, minutes, seconds, A.M., P.M.
F7-11	Temperature	How to read Farenhiet or Centigrade thermometer.
F7-12	Time Concepts	Understanding any of the ideas - Calendar, morning, later, days, years, seasons.
F8-00	Math-General	Major Skill
F8-01	Advanced Mathematics	Presents concepts including and beyond algebra and geometry.
F8-02	Charts, Graphs, Tables	Purpose and/or use of charts, graphs, and tables.
F8-03	Equations/Number Sentences	How to construct and/or solve mathmatical equations.
F8-04	Estimation/Math	How to estimate or practice problems on this skill.
F8-05	Mathematical Concepts	General Term involving concepts related to computation, quantitative relationships, systematic reasoning, or the structure of configurations.
F8-06	Mixed/Inverse Operations	When two or more types of operations are used to solve a problem. EXAMPLE: Subtract then Add.
F8-07	Modern Mathematics	Uses a method of discovery of the underlying principles rather than rate learning.

F8-08	Practical Mathematics	Budgeting, check writing, household accounts, money handling.
F8-09	Problem Solving	Math story problems involving some reading to gather information necessary for solving a math problem.
F8-10	Remedial Mathematics	Correct faulty learning and/or increase the efficiency of performance in readin
F8-11	Statistics, Probability	Deals with interpritations of numerical data.

G0-00	Social Studies	Major Skill
G1-00	Economics	Emphasized the social science area of economics, transportation, communications, industry, occupations, etc. Major Skill -- No specific skills available.
G2-00	Geography	Explains the science of the earth, including a study of land, air, the distribution of plant and animal life, man and his industries and the interaction of these factors. Major Skill -- No specific skills available.
G3-00	History	Provides a systematic study of the past through analyzing, coordinating, and explaining past events. Major Skill -- No specific skills available.
G4-00	Political Science	Deals with government, civil rights, etc. Major Skill -- no specific skills available
G5-00	Psychology/Philosophy	Deals with religion, etc. Major Skill -- No specific skills available.
G6-00	Sociology/Anthropology	Deals with communities, customs, family, minorities, etc. Major Skill -- No specific skills available.

H0-00	Science	Major Area - No specific skills available.
H1-00	Earth Science	Deals with solar system, prehistoric life, weather, etc. Major Skill -- No specific skills available.
H1-01	Sci./Temperature/Weather	Deals with the state of the atmosphere in respect to temperature and precipitation.
H2-00	Life Science	Deals with plants, animals, reproduction, etc. Major Skill -- No specific skills available.
H2-01	Sci./Living, Non-Living	Deals with the different characteristics of the animate and inanimate.
H3-00	Physical Science	Deals with machines, energy, motion, electricity, etc. Major Skill -- No specific skills available.
H3-01	Sci./States of Matter	Deals with the state of being of an item either as liquid, solid or gas.
H3-02	Sci./Magnetism	Deals with the properties of attraction or repulsion of certain ferrous metals.

10-00	Coordination and Physical Education	Designed to promote desirable physical development, motor skills, attitudes, and habits of conduct. Major Area.
11-00	Gross Motor	Trains large muscles to work together effectively in general motor coordination. EXAMPLE: hop, jump, skip
11-01	Gross Motor/Balance	(Use Body Movements)
11-02	Gross Motor/Bend	A gross motor physical skill involving a body movement.
11-03	Gross Motor/Body Movements	Locate, name, touch the various parts of the body; awareness of the body. Movement of the body in various ways.
11-04	Gross Motor/Bounce	A gross motor physical skill involving the bouncing of an object.
11-05	Gross Motor/Catch	A gross motor physical skill involving the catching of something.
11-06	Gross Motor/Climb	A gross motor skill which involves moving up by using the hands and feet.
11-07	Gross Motor/Crawl	A gross motor skill involving moving on hands and feet.
11-08	Gross Motor/Gallop	Running with a gait.
11-09	Gross Motor/Head	Movement and control of head.
11-10	Gross Motor/Hop	Gross Motor skill involving a short jump.
11-11	Gross Motor/Jump	Gross Motor skill involving springing from the ground.
11-12	Gross Motor/Kick	Strike out with the foot.
11-13	Gross Motor/Reach	Thrust out the hand or stretch.
11-14	Gross Motor/Body Roll	Deals with the ability to independently manuver body from prone to prone or supine to supine etc.

11-15	Gross Motor/Run	To go by moving the legs faster than in walking.
11-16	Gross Motor/Self Support	Physical skills in holding oneself upright.
11-17	Gross Motor/Sit	Moving and holding the body into a sitting position.
11-18	Gross Motor/Skip	Leap lightly and quickly.
11-19	Gross Motor/Somersault	Turning the body one full revolution heels over head.
11-20	Gross Motor/Stand	To take and maintain an upright on the feet position.
11-21	Gross Motor/Throw	Send through the air by a rapid motion of the arm.
11-22	Gross Motor/Walk	Move the feet forward at a moderate speed.
11-23	Gross Motor/Vehicles	Deals with the ability to independently manuver self while using tricycles, scooters and various other gross motor vehicles.
11-24	Gross Motor/Stairs	Deals with the ability to climb up and/or down steps.
11-25	Gross Motor/Extremities	Deals with the ability to control the movements of arms and/or legs.
11-26	Gross Motor/Flexibility	Deals with the ability to voluntarily relax rigidty of muscles.

12-00	Fine Motor		Trains small muscles to work together effectively. EXAMPLES: Coloring, bead stringing, pegboard. Major Skill
	12-01	Fine Motor/Finger Movement	A fine motor skill of moving and coordinating the fingers.
	12-02	Fine Motor/Grasping	Fine motor skills involving hand movements to hold securely to an object.
	12-03	Fine Motor/Hand Transfer	Able to change an object from one hand to another or to use different hands to perform a movement.
	12-04	Fine Motor/Manual Dexterity	Ability to move hands and fingers to manipulate objects in specific ways.
	12-05	Fine Motor/Thumb Finger Opposition	Controlling and coordinating the thumb and finger to be able to manipulate things.
13-00	Adaptive Physical Education		Major Skill
	13-01	Adap. Phy. Ed./Blind	Ways of adapting physical education for the blind.
	13-02	Adap. Phy. Ed./Chronic Health Problem	Physical education activities modified for use with children with chronic health problems.
	13-03	Adap. Phy. Ed./Deaf	Adaptations of physical education activities for children with this type of handicap.
	13-04	Adap. Phy. Ed./EMR	How to adapt physical education exercises for children with this handicap.
	13-05	Adap. Phy. Ed./Neurological Impaired	Adaptations of physical education for children with such a handicap.
	13-06	Adap. Phy. Ed./Orthopedically Handicapped	Adaptations of physical education activities for children with this handicap.
	13-07	Adap. Phy. Ed./Profoundly MR	Adapting physical education activities for children with this handicap.

13-08	Adap. Phy. Ed./TMR	Adapting physical education exercises for children with this handicap.
13-09	Adap. Phy. Ed./Cerebal Palsied	Deals with the physical education adapted for the cerebal palsied.
14-00	Recreation and Playground	Activities by which persons refresh themselves mentally and physically; playground games, etc. Major Skill --No specific skills available
14-01	Swimming	Deals with skills used in learning to swim.

J0-00	Self Care	Develops concepts and skills related to personal care and self help. Major Area
J1-00	Toileting	Deals with establishing and maintaining toilet use skills and habits. Major Skill
J1-01	Toileting/Adjust Clothing	Positions garments for toileting.
J1-02	Toileting/Elimination Pattern	In toileting, develops or follows a pattern.
J1-03	Toileting/Flushing	In toileting, flushes stool to empty and clean the bowl.
J1-04	Toileting/Hand Cleanliness	Importance of cleaning hands following toileting.
J1-05	Toileting/Indication of wet/ Soiled	Involved in forming toileting habits.
J1-06	Toileting/Indication of Need	Shows need to use toilet.
J1-07	Toileting/Location	Find Proper appliance for toileting.
J1-08	Toileting/Stays on Toilet	For toilet training - sits on seat.
J1-09	Toileting/Tissue Use	Use of toilet to clean oneself.
J1-10	Toileting/Uses Toilet	Use of toileting skills to perform this function.
J2-00	Feeding/Eating	Deals with establishment of sucking/ seeking reflex; sequential eating and drinking skills; socially acceptable manners and eating skills.
J2-01	Feed/Eat - Biting	In eating, a process of closing the mouth and teeth upon food.
J2-02	Feed/Eat - Chewing	Ability to chew food correctly.
J2-03	Feed/Eat - Containers	Involves learning how to handle the containers in which food or drink are placed.
J2-04	Feed/Eat - Finger Feeding	Involves feeding oneself with the fingers.
J2-05	Feed/Eat - Food Textures	Recognizes and allows for food textures in eating.
J2-06	Feed/Eat - Licking	Ability to use tongue to lick.
J2-07	Feed/Eat - Opens Mouth	Skills in opening mouth at appropriate time in feeding and eating.

	J2-08	Feed/Eat - Peeling, Cracking	Skills used in feeding or eating.
	J2-09	Feed/Eat - Self Service	Involves serving oneself with food.
	J2-10	Feed/Eat - Semi-Liquid Food	How to eat this type of food.
	J2-11	Feed/Eat - Semi-Solid Food	How to eat this type of food.
	J2-12	Feed/Eat - Spoon Acceptance	Uses spoon instead of fingers to eat; holds it.
	J2-13	Feed/Eat - Swallowing	How to swallow food to pass it from the mouth to stomach.
	J2-14	Feed/Eat - Tongue Use	Using the tongue in eating.
	J2-15	Feed/Eat - Utensil Use	Uses fork, etc. to eat.
J3-00	Drinking		Deals with the hand-mouth coordination needed to drink.
	J3-01	Drinking - Accepts Cup	In process of drinking, takes and holds cup.
	J3-02	Drinking - Botties	In process of drinking, takes and holds bottles and cans.
	J3-03	Drinking - Cup Use	Skills involved in using a cup to drink.
	J3-04	Drinking - Drooling	In drinking, can avoid spilling liquid from mouth.
	J3-05	Drinking - Faucets	Understands use of faucets for getting a drink.
	J3-06	Drinking - Filling Containers	Skills in filling containers with liquid.
	J3-07	Drinking - Fountains	Know how to drink from water fountains.
	J3-08	Drinking - Pouring	Skills in pouring liquid to drink.
	J3-09	Drinking - Sipping	How to sip liquid.
	J3-10	Drinking - Spilling	In drinking, failure to convey all of liquid to mouth.
	J3-11	Drinking - Straw use	Use of straw to drink.
	J3-12	Drinking - Sucking Reflex	Used in drinking.

J4-00	Grooming	Deals with skills pertaining to care of the body, use of grooming aids, appropriate selections of clothing.
J4-01	Grooming - Bathing	In grooming, a body care skill.
J4-02	Grooming - Body Parts	Knowledge of methods of grooming various body parts.
J4-03	Grooming - Clothes	Stress the importance of clothes selection and wearing in grooming.
J4-04	Grooming - Comb/Brush	Stresses the importance or teaches how to comb and/or brush hair.
J4-05	Grooming - Deodorant/Cosmetics	A grooming skill involving how and when to wear deodorant.
J4-06	Grooming - Drying	Knows how to dry self after being wet.
J4-07	Grooming - Face	How to care for and groom face.
J4-08	Grooming - Faucet Use	Deals with skills developed to use faucet.
J4-09	Grooming - Hair	Know how to groom hair.
J4-10	Grooming - Hair Cutting	Know how and when to have hair cut for good grooming.
J4-11	Grooming - Hair Setting	Know how to set hair.
J4-12	Grooming - Hands	How to groom hands.
J4-13	Grooming - Menstrual	Involves grooming and hygiene during menstrual period.
J4-14	Grooming - Nails	Grooming of the nails.
J4-15	Grooming - Rinsing	Grooming skills involving rinsing self with water.
J4-16	Grooming - Shaving	Skills in shaving oneself.

	J4-17	Grooming - Showering	Involves how to and why to shower.
	J4-18	Grooming - Sink Use	Use of the sink to groom oneself.
	J4-19	Grooming - Soap Use	Use of soap in grooming.
	J4-20	Grooming - Water Temperature	Judging temperature of water for bathing and washing oneself.
J5-00	Oral Hygiene		Major Skill
	J5-01	Oral Hygiene/Brushing Routine	Concerns a routine for brushing teeth.
	J5-02	Oral Hygiene/Brushing Schedule	Concerns a schedule for brushing teeth.
	J5-03	Oral Hygiene/Necessary Articles	Understand items needed in oral hygiene.
J6-00	Nasal Hygiene		Develops socially acceptable skills pertaining to caring for the nose. Major Skill
	J6-01	Nasal Hygiene/Blowing	Concerns nasal hygiene - how to blow nose.
	J6-02	Nasal Hygiene/Indicates need	Need to care for nasal hygiene is shown.
	J6-03	Nasal Hygiene-Tissue/Handkerchief	Using tissue or handkerchief to clean the nose.
	J6-04	Nasal Hygiene - Wiping	Wipe nose clean.
J7-00	Clothing Care		Deals with laundering clothing, providing incidental maintenance and simple alterations. Major Skill
	J7-01	Clothing Care - Drying	Knows how to dry wet clothes.
	J7-02	Clothing Care - Folding	Knowledge of methods of folding clothing.
	J7-03	Clothing Care - Hanging	How to hang clothes.
	J7-04	Clothing Care - Washing	How to care for clothes by washing them.
	J7-05	Clothing Care - Maintenance	Deals with skills and knowledge of proper care of clothing including washing and drying, folding and putting the garments away.

J8-17	Safety - Sharp Objects	Safety procedures when using sharp things.
J8-18	Safety - Sidewalks	Safety procedures in using a sidewalk.
J8-19	Safety - Signs	Use of signs indicating safety information.
J8-20	Safety - Strangers	Safety procedures with strangers.
J8-21	Safety - Telephone/Postal Use	How to use the phone for emergency.
J8-22	Safety - Walking	Safety procedures when walking.
J8-23	Safety - Water	Safety procedures when in the water.
J8-24	Safety - Vehicle	Deals with skills developed when riding in or on vehicles.
J8-25	Safety - Health	Deals with skills developed for maintainance of good health.
J9-00	Dressing/Undressing	Deals with the fine motor movements needed to button, lace, tie, etc., in order to dress oneself. Major Skill
J9-01	Dress/Undress - Accessories	Use of accessories (jewelry, scarves, etc.) in dressing.
J9-02	Dress/Undress - Buttons, Snaps, Zippers	Concerns methods of fastening clothes in dressing/undressing.
J9-03	Dress/Undress - Cleanliness	Stresses the importance of cleanliness in good grooming.
J9-04	Dress/Undress - Cooperates Actively	Involves the cooperation of the learner in dressing or undressing.

J9-05	Dress/Undress - Cooperates Passively	Involves the cooperation of the learner in dressing or undressing.
J9-06	Dress/Undress - Dresses	Knows how to dress self.
J9-07	Dress/Undress - Identifies	Learner must recognize or identify a picture, shape, object, etc.
J9-08	Dress/Undress - Overcoats - Jackets	Dress or undress with overcoat or jacket.
J9-09	Dress/Undress - Pants	Dressing or undressing with pants whether long or short.
J9-10	Dress/Undress - Selection	How to select clothing to wear.
J9-11	Dress/Undress - Shoes	Selecting, putting one, and wearing shoes.
J9-12	Dress/Undress - Shoelace	How to lace and tie/untie shoes when dressing and undressing.
J9-13	Dress/Undress - Skirts	How to dress and undress with a skirt.
J9-14	Dress/Undress - Socks	Putting on, wearing or taking off socks.
J9-15	Dress/Undress - Underwear	How to put on and take off underwear.
J9-16	Dress/Undress - Shirts	Deals with skills developed in putting on, buttoning or zipping and taking off shirts.

K0-00	Prevocational/Vocational		Major Area.
K1-00	Prevocational		Major Skill
	K1-01	Prevoc./Changes	Prevocational Skill.
	K1-02	Prevoc./Collating	Deals with putting pages, etc. in proper order.
	K1-03	Prevoc./Comparative Shopping	A prevocational skill of being able to compare produce prices for the better value.
	K1-04	Prevoc./Cutting	(Use D1-05 Cut/Paste/Position)
	K1-05	Prevoc./Delivering	A prevocational skill involving taking something to a designated place.
	K1-06	Prevoc./Folding	A prevocational skill involving the bending of items to achieve a fold.
	K1-07	Prevoc./Fringe Benefits	Understand benefits of job which are included with the pay such as vacation, sick days, etc.
	K1-08	Prevoc./Functional Vocab.	Words related to the job, necessary for job performance.
	K1-09	Prevoc./Inventories	A prevocational skill involving checking items against a list.
	K1-10	Prevoc./Job Family Identification	Prevocational skills involving understanding of job types.
	K1-11	Prevoc./Matching	(use D1-14 Match)
	K1-12	Prevoc./Mold	Prevocational skill.
	K1-13	Prevoc./Packaging, stacking, Assembling	Prevocational skills.
	K1-14	Prevoc./Painting	Prevocational skills.
	K1-15	Prevoc./Proper Dress	Prevocational skills - knowing what type of clothes to wear for certain work activities.
	K1-16	Prevoc./Purchasing	Prevocational skills involved in purchasing items.
	K1-17	Prevoc./Purpose of Working	Understanding the need and function of work.

K1-18	Prevoc./Safety	(Use specific skills under J8 - Safety)
K1-19	Prevoc./Sanding	Prevocational skills.
K1-20	Prevoc./Sorting	Prevocational skill - separate into predetermined groups.
K1-21	Prevoc./Stapling	Prevocational skill - fix together with staple.
K1-22	Prevoc./Stuffing	Prevocational skills - insert one thing into another.
K1-23	Prevoc./Task Analysis	Understand the steps and sequence in doing a job.
K1-24	Prevoc./Task Completion	Prevocational skills - when and how to finish a job.
K1-25	Prevoc./Tool Use	Prevocational skills - manipulating work tools.
K1-26	Prevoc./Sewing/Needle Work	Deals with skills relating to sewing and needlework.

K2-00	Vocational	Deals with development of specific saleable skills. Major Skill.
K2-01	Voc./Babysitting	A vocational area involving child care skills.
K2-02	Voc./Body Shop	Vocational area involving automobile repair skills.
K2-03	Voc./Construction	Concerns the vocational skills involved in the building trades.
K2-04	Voc./Factory	Vocational knowledge about factory work.
K2-05	Voc./Farm Skills	Vocational knowledge about skills used in farming.
K2-06	Voc./Florist	A vocational area involving skills in working with flowers and plants.
K2-07	Voc./Food Service	Vocational skills involved in preparing and serving food.

K2-08	Voc./Hospital Aide	Vocational knowledge about the work of an aide in a hospital.
K2-09	Voc./Janitorial Services	Vocational knowledge about skills involved in janitor duties.
K2-10	Voc./Sales	Vocational skills necessary for a selling job.
K2-11	Voc./Service Station	Vocational skills involved in service station work.
K3-00	Activities of Daily Living	
K3-01	Light Switches	Deals with skills relating to turn lights on and off.
K3-02	Doors	Deals with skills related to the opening and closing of doors.
K3-03	Drawers	Deals with skills related to the opening and closing of drawers.
K3-04	Food Preparation	Deals with skills related to the healthful preparation of food.
K3-05	Dishwashing	Deals with the procedures involved with washing dishes.
K3-06	Environmental Mobility	Deals with the ability to move around in one's surroundings.
K3-07	Bed Making	Deals with the skills involved in making beds.

L0-00	Fine Arts and Music	Major Area.
L1-00	Fine Arts	Includes fine arts such as drawing, painting, sculpture, ceramics. Major Skill -- no specific skills available.
L1-01	Art/Observation and Imagination	Deals with the student's skills of describing and imitating living and non living objects in his surroundings.
L1-02	Art/Perceptual Motor	Deals with perceptual motor skills that are prerequisites to artistic production such as drawing types of lines and copying shapes.
L1-03	Art/Basic Techniques - Clean Up	Deals with skills related to fundamental art concepts such as making a ball of clay, use of easels, brushes and papers.
L1-04	Art/Production of Forms	Deals with skills used in constructing likenesses of particular subjects.
L1-05	Art/Self Expression	Deals with using a variety of art media in order to express oneself.

L1-06	Art/Attitude	Deals with the expression of positive behaviors toward art such as finishing and displaying projects and willingness to try new media.
L2-00	Music	Discusses or contains instrumental and/or vocal musical activities. Major Skill -- no specific skills available.
L2-01	Music/Prerequisites	Deals with skills such as imitating various sounds and matching sounded note with voice.
L2-02	Music/Listening Skills	Deals with skills such as identifying pitch, tempo, volume, duration of tone and repeating of pateerns.
L2-03	Music/Interpretation	Deals with the ability to express the mood conveyed by music or defining appropriate activities for the music.
L2-04	Music/Rhythm	Deals with the student's ability to keep time in musical selection.

M0-00	Self Knowledge/Social Interaction	Major Area.
M1-00	Self Knowledge	Major Skill involved with interpersonal content.
M1-01	Facts about Self	Knows facts about self such as name, age, address.
M1-02	Handicap	Understand ones handicapping condition
M1-03	Name/Touch Body Parts	Recognize parts of the body.
M1-04	Recognize Voice Recording	Know sound of own voice in a recording.
M1-05	Responds to name	Knows own name enough to acknowledge it.
M1-06	Self Identification	Can discriminate and identify self from others.
M1-07	Sex Identification	Recognized ones type of sex.
M1-08	Family Member Identification	Deals with identifying members of the family.
M1-09	Self-Suffiency	General term dealing with the student's identification of his own capabilities.
M2-00	Social Interaction	Major Skill.
M2-01	Soc.Inter./Affective Display	Showing emotions toward others.
M2-02	Soc.Inter./Awareness of Others	Consciousness of the feeling of other persons.
M2-03	Soc.Inter./Directions	Able to give and take directions and instructions from others.

M2-04	Soc.Inter./Leadership	Skills in directing the activities of others.
M2-05	Soc.Inter./Play	Skills in interactive play with others
M2-06	Soc.Inter./Relationship to Adults	Feelings about interpersonal interaction with adults.
M2-07	Soc.Inter./Relationship to Peers	Feelings about interpersonal interaction with peers.
M2-08	Soc.Inter./Relationship to School	Feelings about interaction with school.
M2-09	Soc.Inter./Relationship to Self	Feelings about interaction with self.
M2-10	Soc.Inter./Rules	How one relates to rules, restrictions, etc.
M2-11	Soc.Inter./Seeks Attention	Attempt to gain recognition from and interactions with others.
M2-12	Soc.Inter./Social Behavior	Ones actions towards others.
M2-13	Soc.Inter./Responsibility	The ability to accept responsibility for one's actions, e.g., completing assignments, being on time, etc.
M2-14	Relationship to Family/Home	Relates to the degree to which one can relate to and accept his or her family/home environment.

APPENDIX I

NLRC/P Overview

NLRC/P OVERVIEW

Eight years ago the federal government recognized the need for coordinating instructional materials services for teachers of the handicapped. In years which followed, they established a network of Special Education Instructional Materials Centers (SEIMCs) in in various regions across the country to serve that purpose. Pennsylvania was served by the Mid-Atlantic Region SEIMC, located in Washington, D.C.

In 1968 and 1969, federal policies were outlined for experimental Regional Resource Centers, aimed at making education for handicapped children more effective. The Regional Centers provided a bank of advice and technical service upon which educators in the region could draw in order to improve education of handicapped children. Some of the elements common to all RRC's were educational testing and evaluation services, development of individually prescribed educational programs, program evaluation and assistance to schools. The Commonwealth of Pennsylvania was served by one of these centers.

On June 1, 1974, the experimental resource centers were replaced with a national network of thirteen Regional Resource Centers. The National Learning Resource Center of Pennsylvania (NLRC/P) is one of these centers. It is one of the six which has been designed to cover only one state. Its four major areas of activity are:

1. The development of state programs for special education.

2. The educational appraisal of students in need of special education programs.

3. Educational programing for students referred to the center.

4. Sharing of resources between the centers in the national network.

On September 1, 1974, the SEIMC network was re-aligned to cover the same regions as the Regional Resource Centers. There was an associated title change to Area Learning Resource Centers (ALRC). The functions remained primarily the same:

1. The development of state special education programs in the area of instructional materials.

2. The coordination of training in the areas of instructional materials selection and usage.

The NLRC/P is also one of these ALRC centers, which places it in the unique position of being able to support Pennsylvania programs in both areas i.e. diagnostic-prescriptive services and instructional

material coordination.

Close cooperation is anticipated between the 13 Regions that form the current national network. Sharing of resources implies a wider base of experience to draw from than any single center or teacher can achieve. Coordination can identify and help avoid duplication of efforts.

To serve local needs in the state, the NLRC/P has been organized into five service units, each covering a defined portion of the state. The Urban Unit serves the city of Philadelphia. The Surburban Unit covers the entire eastern part of the state. Central Pennsylvania is divided between the Middle Urban Unit, serving Harrisburg and surrounding areas, and the Rural Unit, which covers the northern and central-western intermediate units. The Western Unit which has recently been established in the Pittsburgh area will function in the western part of the state.

Each service unit maintains close contact with those Intermediate Units participating in NLRC/P programs. Federal funds are used for the administration of project activities. Project staff members are available to participating Intermediate Units for consultation, programming for students, in-service programs and to help fill other needs as they occur.

The efforts of the individual units are coordinated through a Central Coordination and Support Unit office, located in Harrisburg which has the responsibility for promoting the sharing of resource information as well as serving dissemination, evaluation and data processing needs.

As of June 15, 1974, NLRC/P involved approximately 249 Intermediate unit employees. Of this number, 131 were teachers, 67 teacher's aides, 11 educational advisors, and 31 technical support and other staff members. (Nine administrative personnel are funded by Federal sources.) NLRC/P programs are operating in 20 of the 29 Intermediate units in Pennsylvania.

In just three school years of operation, (first year - limited activity), NLRC/P has received referrals on approximately 3500 handicapped students. Most of these studentsbecome involved in several months of programming, often in several curricular areas.

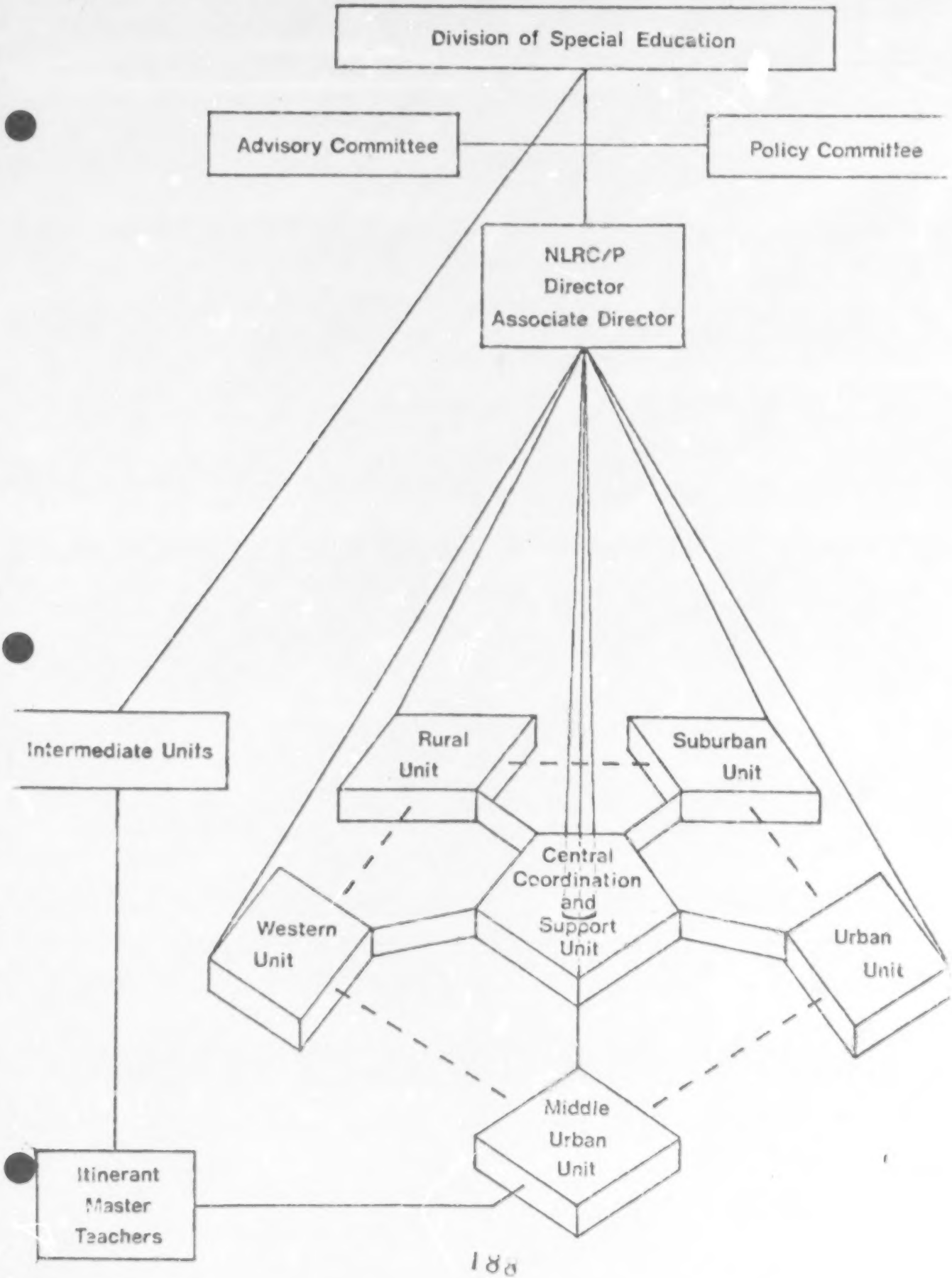
Program emphases vary from area to area within Pennsylvania, due to differing perceptions of need, existing public and private prgrams and local priorities. One area may have a strong need for a adaptive physical education program, while a more urban area may create a program for homebound students.

In addition to the programs within intermediate units, the NLRC/P service units and the central coordination and support unit work closely with related state and federal projects in Pennsylvania. Coordinating NLRC/P services with those of the three state Special Education Regional Resource Centers has been a prime concern in order to provide the best combination of services to teachers of

the handicapped in Pennsylvania.

This coordination is possible because of the relationship of the NLRC/P with the Pennsylvania Department of Education, Division of Special Education. Figure 1 graphically presents the organizational structure. While NLRC/P has a certain amount of autonomy within its programs, it can be seen that it is a part of the state system as an extension of the Department of Education.

The opportunity to develop and extend diagnostic-prescriptive programs and instructional material services in the state of Pennsylvania will be facilitated through the National Learning Resource Center of Pennsylvania.


Division of Special Education
Advisory Committee
Policy Committee
NLRC/P
Director
Associate Director
Intermediate Units
Rural
Unit
Suburban
Unit
Central
Coordination
and
Support
Unit
Western
Unit
Urban
Unit
Middle
Urban
Unit
Itinerant
Master
Teachers

APPENDIX J

NLRC/P Publications List

NLRC/P Publications List - 9/3/74

The documents listed below are available from NLRC/P at the CCSU office (One Progress Plaza, Harrisburg, Pennsylvania 17109).

Descriptors and Descriptor Definitions - 1974

Format list and Definitions for Instructional Materials - 1974

Guidelines for Developing Learning Objectives and Objective Referenced Measures - 1974

NLRC/P Overview - 1974

NLRC/P Forms: Personnel Demographic Record - 1974

NLRC/P Forms: Personnel Record - 1974

Procedures and Costs in Obtaining SER-LARS Forms and Reports - 1974

Procedures for Pre-Prescriptive Inventories - 1974

Procedures for Pre-Prescriptive Material Inventories - 1974

Procedures for Requesting PRISE Retrievals - 1974

Procedures for Requesting SER-LARS Retrievals - 1974

SER-LARS: Introduction and Overview - 1974

SER-LARS Operator's Handbook -1973

SER-LARS User's Handbook - 1974

Slide/Audio Programs

1. "NLRC/P: An Introduction and Overview"-- 8min.
2. "Parent Program" approx. 12 min.
3. "SER-LARS: An Introduction" approx. 12min.
4. "SER-LARS: An Overview" 5min. (good for display at conventions)
5. "Resource Rooms" (Available after Nov. 1, 1974)

All programs listed above are only available for use with a 3M Model 525, recorder projector, using sound disks.